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ABSTRACT

The instructional unit, field-tested in Arizona, is intended to become an integral part of a total K-12 career education curriculum. Six lessons are designed to assist learners in understanding how present experiences relate to past and future ones by comparing the cultures of Europeans in New England, and of Spanish soldiers and Indians in the Southwest, in the 1600's, with contemporary American culture. Dependency on products and interdependency among workers are emphasized. The lessons are broken down into several parts; before the main body of the lesson is described, key items are presented: the concepts, estimated lesson-time, the vocabulary, required resources, and instructor-preparation tasks. Instructor procedures are presented in three sections: the introduction, which provides continuity within the unit; the tasks, which provides a detailed description of the content and activities used to deliver the specified outcomes; and the summary, which provides closure and a culminating activity. Many instructional resources, designed to require minimal operation time, are included in the lessons. The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are appended, with specific references given in the lessons. Supplemental reading material is also appended. (Author/AJ)

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THEN AND NOW

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SEVENTH OR EIGHTH
GRADE

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CE 004 726

CAROLYN WARNER, SUPERINTENDENT
ARIZONA STATE DEPARTMENT OF EDUCATION

REVISED
1974

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

THEN AND NOW

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. Wherever possible, use guest speakers, field trips, simulations, role playing, etc., to vary and supplement the instruction.

2. Note especially the comments on page 29 about "sharing information." Use models, dioramas, plays, diagrams, "television shows" and many other ways to "report" to the class.

3. The lesson times are estimates. They may take more time than indicated.

4. Increase the Career Awareness thrust in Lessons Two and Three by having students predict what career specialization might have developed as the New England colonies and the Spanish and Indian cultures grew more in population and complexity.

5. If there is any confusion about the term "reporting," refer to the underscored section, page 29.

SPECIFICS:

Lesson 1

a. For individual study, have some students compare products from even earlier times--King Arthur, Greco-Roman, Biblical, etc.

b. Be sure to distinguish clearly between dependency on others for products and comparison of products "then and now."

Lesson 2

a. Have much "realia," models or mock-ups around the class to initiate the study and create motivation.

b. Combine work sessions II and III on page 30.

Lesson 3

a. Students could be allowed to choose what they want to do rather than be assigned.

b. For individual differences, have some students gather life-style information on Incas, Aztecs, Mayas, etc.

c. To reduce the number of reports, the learners could report on Indian tribes of the Southwest as a group. Have them report on unique or interesting information where appropriate. If this is done, the learner directions must be changed.

d. To reduce the amount of duplication, you may want to (1) omit the Life-Style Component Worksheet Packet, pages 125-139. If this is done, the learner directions on pages 80 and 81 must be changed. (2) Duplicate 5-4 copies of the descriptive Content Packet to include in the room library for students to "check out," (pages 87-111). If this is done, the learner directions on page 79 must be changed.

e. Session III could be used as a "sharing" session and and a Session IV "sharing" session.

f. You may find it desirable to develop a key to the questions in the Life-Style Component Question Packet, pages 113-123.

g. For variety for the activity on page 80, learners could be permitted to select new choices of life-style groups in which to particirate.

h. The following question could be added to each life-style component on pages 115-123: "Compare and contrast this life-style component with the New England life:"

i. It would be advisable to furnish supplemental resource materials on recreation for Indians.

Lesson 4

a. This lesson could start by having examples of modern products, health care, recreation, etc., lying around.

b. Emphasize the different career clusters involved in the five life-style components.

c. The following question could be added to each of the Life-Style Component Question Packets:

"Compare and contrast the life-style component with that component in New England and the Southwest. (pages 221-229)

d. On page 204, have a student summarize each report rather than having the instructor do it.

e. On page 207, number 4, add information about what a ninth grade teacher teaches.

f. The work the learners did as a committee could be used as an example of division of labor.

Lesson 5

a. Include "management" occupations to the workers who are involved in the production of an item.

b. The assessment instrument on page 267 does not allow for much writing space. You may wish to use something else.

Lesson 6

a. As an alternative activity you may have the students develop a flow chart showing the sequence of certain events and thw workers who contribute to the total development of a product.

b. You may wish to eliminate the discussion of strikes on page 286 since it does not seem relevant at this point--or expand on it to include factors which can interrupt the production process e.g., strikes, business failure, energy shortage, material shortage, etc.

c. Rather than comparing the life-styles of the U. S. and the Soviet Union on page 287, you may wish to select something the students know more about such as cities, urban/rural, north/south, etc.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the unit goal and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provided continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task. Information for instructors is in italics while that for students is in standard type.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

Resources

Instructional resources (materials and equipment) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine

the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

Instructional Strategy Guides

The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are presented in Appendix A, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

Unit Goal *The learner will understand that the demands and functions of society produce interrelationships in occupations.*

The purpose of this unit is to illustrate how the demands and functions of society have produced significant changes in the life styles of people in two different historical time periods, in the 1620's and the 1970's.

The earlier period reflects the nature of the family unit. Five life-style components for the Spanish, five Indian tribes living in the Southwest, and the english colonist living in New England are examined to show the interdepent-ent activities of the members within a family to provide for minimal wants and needs.

The later period reveals the complex nature of society. Again five components of life style are examined to show a peoples' dependency on others for the things they need and the things they want. These complexities are illustrated by the effects that assembly line production, division of labor, and worker performance specialization have on a person's life style in the 1970's.

Finally, the life-style activities of the two periods will be compared and contrasted to show what significant changes have taken place.

GRADE PLACEMENT

Seventh or eighth the actual grade level or range within which the unit is taught will be dependent upon the needs of the learners for whom the instructor is responsible and the internal organization of the institution in which the unit is utilized.

SUBJECT AREA

This is a social studies unit. Other disciplines, however, are suggested by the content of the unit and by the instructional strategies of the unit.

The instructor should permit the learners sufficient opportunities, commensurate with the needs, interests, and abilities of each learner, to study and to perform in achieving the goals and objectives of this unit.

The content disciplines are arts and crafts, health, homemaking, language arts, and industrial arts. The performance disciplines are arts and crafts and language arts.

DURATION

15 hours - estimated delivery time for each lesson is presented in the *Unit Content/Strategy Profile*. The specified times for each lesson are estimates and can very considerably depending upon the number of learners and depth of research performed in the prescribed activities.

GROUPING

Two principal groupings are used in this unit. One includes all the learners in the class and is used when the instructor conducts questioning and answering strategies. The other grouping consists of the small group or committee organization. This arrangement is used while the learners are preparing and sharing the worksheets.

Preparing To Teach This Unit

Two *Unit Profiles* which follow this section have been prepared to five you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Even though resources required and instructor preparation tasks for each lesson are listed with each lesson, the instructor should note the following special considerations:

Lesson 1	If the suggestions for the instructor in this lesson offend the instructor, then every reasonable effort should be made to vary or alter the suggested classroom arrangements. The particular strategy employed in the following lessons is to be determined by the instructor. One technique, along with the actual dialogue, has been supplied by the writer only as a suggested strategy to teach this unit.
Lesson 2	Arranging the composition of the committees for group project research in these lessons is the sole prerogative of the instructor of this unit.
Lesson 3	None
Lesson 4	Same as Lesson 2
Lesson 5	None
Lesson 6	A large selection of magazines will be needed in this activity. It is advised that the instructor collects these prior to this lesson.
Lesson 7	None

Extensive use is made of committees and study groups in this unit. In fact there are four lessons in which committees are suggested as the learning catalyst. The instructor, knowing the working and study habits of his learners, may wish to give the most careful attention to the arrangement of these committees.

It should be assumed that this unit was written for learners of average physical and mental ability. Special accommodations will have to be made for those children with physical or mental handicaps.

The instructor is encouraged to use reference materials and supplementary sources of information which he can furnish to compliment the unit.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	50 min.	Identify commonly used products not in existence in the 1500's and list the products that people depend upon others to provide	Demonstration Class discussion Questioning
2	250 min.	Ways that early English colonists provided for their own needs in areas of manufacturing, education, recreation, health, and farming	Class dicsussion *Demonstration Strategy* *Discussion Strategy* *Questioning Strategy* Research
3	50 min.	Life-style component description of Indians and Spanish in the Americas in the 1620's	Demonstration Class discussion Questioning Research Worksheets
4	250 min.	Life-style component description in United States in 1970's	Demonstration Class discussion Questioning Research
5	60 min.	Workers who made a product available and contribution each made	Demonstration Class discussion Questioning
6	140 min.	Workers placed in order that each contributed to finished product	Demonstration Class discussion Questioning

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Assessment item	Basket of fresh vegetables Bicycle Burning candles Broom Mop Old shirt, blouse, or sweater (substitute items acceptable) Western Hemisphere Map
2	*Life Style Component Question Packet* *Life Style Component Question Packet Key* *Demonstration Strategy* (Appendix A) *Discussion Strategy* (Appendix A) *Questioning Strategy* (Appendix A) Assessment item	Contemporary library and classroom materials (Appendix B)
3	*Descriptive Content Packet* *Life-Style Components Question Packet* *Life-Style Components Worksheet Packet* *Life-Style Components Worksheet Packet Key* Assessment item	Reference materials reflecting life-style components (optional)

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
4	*Life-Style Component Question Packet* *Life-Style Component Question Packet Key* Assessment item	Contemporary library and classroom reference materials (Appendix B)
5	Information sheets: *Sequenced Workers and Their Functions for:* *1. A can of corn* *2. A newspaper* *3. A leather wallet or purse* *4. A pair of sunglasses* Assessment item	Can of corn Pair of shoes Baseball glove Newspaper Can of orange juice Leather wallet or purse TV Guide Pair of eyeglasses Pair of sunglasses Telephone directory Box of cereal (Substitute items acceptable)
6	Assessment item	(Found in Lesson 5) *Sequenced Workers and Their Functions for:* *1. A can of corn* *2. A newspaper* *3. A leather wallet or purse* *4. A pair of sunglasses*

INSTRUCTIONAL SEQUENCE

DEPENDENCY ON PRODUCTS THEN AND NOW

LESSON ONE

CONCEPTS

Awareness that many products we now use were not in existence at the time of Columbus' voyage to the New World

Awareness of dependency on others to produce products to meet our needs

PERFORMANCE OBJECTIVE

Given a list of products, the learner will identify those that were not in existence at the time of Columbus' voyage to the New World.

The learner will list four products they use that they depend on others to provide.

LESSON TIME

50 minutes

NEW VOCABULARY

The Americas - includes North America, Central America, and South America

Dependent - relying on someone else for support

Independent - not supported by anyone else

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Basket of fresh vegetables
	Bicycle
	Burning candles
	Broom
	Mop
	Old shirt, blouse, or sweater (substitute items acceptable)
	Western Hemisphere Map

Instructor Preparation Tasks

Alter the classroom and your appearance in as many ways as you wish to illustrate our dependency on others for products we need and want. Also place things in the room that would be identified with a life style of the 1500-1620's.

Suggested classroom alterations:

1. Basket of fresh vegetables on desk
2. Bicycle near door
3. Lights off
4. Candles burning
5. Flag missing
6. Books removed from shelves
7. Paper littered in corner of room
8. No waste baskets
9. Pencil sharpener missing
10. Broom and mop across one desk
11. Broken window sign over window
12. Scribbling on chalkboard

Suggested instructor alterations:

1. No shoes
2. No glasses
3. Hair messed up
4. Dark smudge on face
5. Ragged, torn, or soiled shirt, blouse, sweater, etc.

Duplicate a copy of the assessment item for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

As the learners enter the classroom, be busily involved in some task. Hopefully, they will begin to notice changes in the room and will begin to question why the room and your appearance have been changed. Do not respond until everyone is in the room.

To begin the lesson ask them to repeat their questions. When the learners raise their hands, respond to their questions. As they ask questions and you respond, emphasize the dependency we have on one another for some things, as well as an identification of products that we have now that were not in existence at the time of Columbus' voyage to the New World. As products and items are mentioned, number and write each on the board for later use. The dialogue might be similar to this:

Today we are going . . . .

You will recognize any learner who has his/her hand raised.

Possible responses:

1. Mr. _____, you forgot to put your shoes on.
2. Mr. _____, why do you have that basket of fresh vegetables on your desk?

Just a minute and I will tell you. As I was saying earlier, today we are going to begin a new series of lessons that will show how we Americans depend on one another for many of the things we need and many of the

things we want. You have already discovered that I am not wearing shoes. You all know that I have shoes. I was simply letting you know that the only reason I have shoes is because many workers someplace make shoes that I can buy.

This principle applies to the basket of fresh vegetables on my desk. I am really not going to eat them today. I eat my lunch in the cafeteria, but I brought the vegetables to show you that I depend on the cafeteria workers to prepare my lunch.

TASKS

Do you notice anything else that is odd or strange about your classroom or your teacher? If you do, please tell the class what is different and why it is different.

Desired responses:

1. I see a bicycle near the door. I guess that means that there are no automobiles, or gasoline, or maybe no tire makers.
2. There is waste paper all over the floor. I guess the janitor did not come to work.
3. I guess with the lights off and the candles burning, there is no one working at the electric plant.
4. Hey, Mr._____, your hair is all messed up. Does that mean we have no one making combs anymore?
5. What happened to our flag? I guess we no longer have any flag makers.
6. Mr._____, you are not wearing your glasses. Does that mean we have no one to make them?
7. Our books are missing from the bookcase. I guess that means that there are no book publishers.

Permit as many other varied responses relating to the classroom and the instructor's alterations as the learners want to point out.

So far we have mentioned *(point to the board)* these items and products:

1. Basket of fresh vegetables
2. Shoes
3. Bicycle
4. Automobile
5. Gasoline

6. Tires
7. Waste paper basket
8. Electric lights
9. Candles
10. Comb
11. Flag
12. Eye glasses
13. Books
14. Pencil sharpener
15. Broom
16. Mop

Additional and/or other products and items may be mentioned by the learners.

At this point use the first assessment item for this lesson. Have the learners return the assessment item papers to the instructor.

Using the list of items on the board, ask for a volunteer to place a check (√) by those products that were not in existence at the time of Columbus' voyage to the New World. Since it is unlikely that the first volunteer will identify all of them correctly, permit successive volunteers to work on the problem until the class and the instructor decide that the problem is solved.

Each of you depends upon many others for so many things. Can any of you tell us some of the ways you depend on others.

Possible responses:

1. The clothes I am wearing I got at _____.
2. My mother shops for groceries at _____, and she bought what I ate for breakfast.
3. I completed my math problems with a pencil that someone made.
4. I ride the bus to school every day.
5. My little sister got sick and my dad went to the drugstore for medicine.
6. When I turned the shower on, I had water.

Permit as many other varied responses as needed to insure sufficient interest and motivation.

That's fine. I am sure we could make a long list. In a few days we will talk more about our dependency on each other.

Before we do that, however, remember that in earlier times family members and families were not nearly as dependent on others outside the family as they are today. Therefore, we will study the life style of the Europeans who settled along the Northern Atlantic coast, especially in New England, *(point to map)* between the years 1620 and 1630. We will also study the life style of some of the Indians and the Spanish who lived in what is now the southwestern part of the United States *(point to map)* in the 1620's. You will discover from these studies that most families had to provide for their own wants, or they just had to do without some things.

Remember, nearly 100 years before the Europeans settled along the North Atlantic coast of the Americas, soldiers came to the Americas.

The Americas consisted of the three separate divisions that we now know as North America, South America, and Central America (*point to map*).

Before the Spanish soldiers came, Indians lived in the Americas. We will examine the life style of some of these Indians, along with the life styles of the Europeans, and see the differences and likenesses in these two groups.

When we have completed our studies of these two life styles, we will then examine, describe, and compare our life style in 1973 with certain life styles in the 1620's.

After we compare the two periods, we will take a currently manufactured product that you are familiar with, and try to list all of the workers who had something to do with that finished product. I do not know how many workers you will be able to list, but I do believe your list will be quite long.

When you have listed all the workers who had something to do with the finished product, we will then study the process by listing all of the workers in the order that each worked on the product.

Hold up your shoes.

I am sure that all of the workers who had something to do with making these shoes have done a better job than I could have done. Besides, I do not have the time to make my own shoes.

The same idea applies to my basket of fresh vegetables; some of them would be good to snack on, and some of them would be good to eat for lunch. However, I much prefer to depend on others to prepare my lunch; besides, I do not have the time, nor do I have the skill to grow what I want to eat.

SUMMARY

Today we talked about the many things we depend on others to provide that we cannot and do not provide for ourselves.

I briefly described and reviewed for you some of the assignments we would complete in the next several days.

Tomorrow we will begin our study of the early Europeans who came to the Americas in the 1620's, and we will try to discover how and why family members depended on each other.

Assessment Procedures

DESCRIPTION

One multiple-choice and one short-answer essay item are used to assess achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. 7, 9, 10, 11

2. Accept any other reasonable response

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

1. In the spaces provided on the following list place an X beside those items which did not exist in the 1500's.

_____1.	Comb	_____7.	Bicycle
_____2.	Book	_____8.	Waste basket
_____3.	Flag	_____9.	Pair of glasses
_____4.	Broom	____10.	Pencil sharpener
_____5.	Sandals	____11.	Electric lights
_____6.	Candle		

2. List four items or products which you depend on others to provide.

1._____

2._____

3._____

4._____

LIFE STYLE OF EUROPEANS WHO CAME TO THE NORTH ATLANTIC COAST OF THE AMERICAS IN THE 1620's

LESSON TWO

CONCEPTS

Awareness of five components of life style for Europeans coming to the North Atlantic shores of the Americas

PERFORMANCE OBJECTIVE

Given five components of life styles in the 1620's (manufacturing, education, health, recreation, and farming) and a list of questions, the learner will describe the elements of those components for those Europeans who came to the North Atlantic shores of the Americas.

LESSON TIME

250 minutes

Session I - 50 minutes
Session II - 50 "
Session III - 50 "
Session IV and V - 100 "

NEW VOCABULARY

Life style - way of living and doing things

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Life Style Component Question Packet *Life Style Component Question Packet Key* *Demonstration Strategy* (Appendix A) *Discussion Strategy* (Appendix A) *Questioning Strategy* (Appendix A) Assessment item	Contemporary library and classroom materials (Appendix B)

Instructor Preparation Tasks

Duplicate the appropriate worksheet *Life-Style Component Question Packet* for each member of the following committees:

1. *Manufacturing in the 1620's New England*
2. *Education in the 1620's New England*
3. *Recreation and Entertainment in the 1620's New England*
4. *Farming (including livestock) in the 1620's New England*
5. *Health in the 1620's New England*

Read the *Life-Style Components Worksheet Packet Key* for your information.

1. *Manufacturing in the 1620's New England*
2. *Education in the 1620's New England*
3. *Recreation and Entertainment in the 1620's New England*
4. *Farming (including livestock) in the 1620's New England*
5. *Health in the 1620's New England*

Assemble the learners into the five life-style committees.

Obtain the following:

1. Materials and supplies needed by the committee to complete projects

2. Library of classroom materials as shown on the *Supplemental Reading List* (Appendix B) or any other appropriate reading material

Read the following strategies found in Appendix A:

1. *Demonstration Strategy*
2. *Discussion Strategy*
3. *Question Strategy*

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

Lesson 2 includes reports to be prepared by the learners. The length of time to be devoted to this report is at your discretion. The lesson suggests four sessions of approximately 50 minutes each. You will note that this lesson includes notes and dialogue for the remaining sessions to remind you that it is important to provide transition from session to session.

Today we will begin our study of the early Europeans who came to eastern shores of the Americas in the 1620's. These lands *(point to map)* were strange to the new settlers as they realized that the stormy Atlantic Ocean lay between them and the lands the left. Here in the "New World," they soon discovered that the winters were severe with heavy snow and bitter cold. Instead of good soil for planting crops, the fields were rocky. They learned, also, that the season for growing crops was short, not at all like parts of our Southwest where the growing season is long because the winters are not severe. We will try to find out as much about the ways they lived as we can. As I mentioned to you earlier, we will discover how most families had to do things for themselves. If they did not do things for themselves, some things did not get done, and the families had to do without some of the things they needed and some of the things they wanted.

TASKS

To help you understand how these colonial Americans lived, I have divided their life styles into five different activities. They are:

1. Manufacturing
2. Education
3. Recreation and Entertainment
4. Farming (including livestock)
5. Health

Write each division on the chalkboard.

Do any of you know what is meant by a life style?

Desired response:

Yes, I know. *Life style* is a way of living and doing things.

That is a good definition. Now, what might a life style include?

Desired responses:

1. The things we buy
2. The kinds of food we eat
3. The games we play
4. The place where we live
5. The friends we have
6. The school we attend
7. The duties we have at home

That is fine. We could discuss life style in more detail at this time. However, as you continue to complete these assignments, you will discover that those who lived in New England *(point to map)* had a different life style than the Spanish and the Indians who lived in the Southwest. In later lessons we will be talking more about life style.

I am going to divide the class into five committees. Each committee will select a chairperson who will make sure that the assignment is completed adequately and on time.

As for the assignment, each committee will receive a list of questions that I will hand out soon relating to one of the five life-style activities I wrote on the board.

At this time, point to the board and mention each division separately.

Each committee will search for the answers to their questions.

You may wish to discuss and explain "sharing" in more detail than it is discussed and explained in the ensuing dialogue.

Sharing is a method, process, or procedure by which experiences and information are disseminated and illustrated. Instructors continually share facts and experiences as they direct and supervise learning activities.

Learners in some learning situations share their experiences. More often than not, however, what is learned is boarded or stowed away in a memory bank in hopes that at some future time there may be some need or some application for what is learned.

Most classroom learning activities could be shared. You should monitor, supervise, and assist the learners as they prepare to share and disseminate their committee project reports. Allow 15-20 minutes for sharing of each committee report.

Use as a guide for the sharing of projects the appropriate principles that could be extracted from and applied to the "Demonstration Strategy" found in Appendix A.

While you are doing your research, keep in mind how you will share your work with the other members of the class. You may wish to write a story. You may even write a play using actors and actresses. If you can think of something else interesting to do, please discuss your plans with me. Should any of you need materials and supplies in preparing your project for sharing, please see me.

Let each student indicate a preference for a "Life-Style Component." List first, second, third choice. Organize the committees based on preference. Hand out the "Life-Style Component Question Packet" noting the directions on the handouts. The balance of this session is a learner work day.

SUMMARY

Most of you have gotten off to a good start. You have been answering the questions related to the life style of those who lived in Colonial New England in the 1620's.

Tomorrow you will continue to use the resources and materials we have to complete the answers to your questions.

SESSIONS II AND III

The next two sessions are learner work sessions. Sufficient time must be provided for the learners in the committees to answer their assigned life-style component questions and prepare their projects for sharing.

Monitor each committee's progress, assist with the use of the resources and reference materials, and encourage them to complete their assignments accurately and on time. Tell the learners at the end of Session III that the first committee project to be shared in Session IV will be the committee on manufacturing.

SESSION IV

INTRODUCTION

We will first hear the report from the committee on manufacturing, followed in order by education, health, farming, and recreation and entertainment.

TASKS

The projects are shared in the next two sessions. Following each committee report use, as a guide for a discussion of each report and for any omissions in the substance of the report, the suggested answers found in *Life-Style Component Packet Key*.

Your committee work has been exciting and most of you seemed to be interested in what you were doing. You have told me the following things about those Europeans who came to the eastern shores of the Americas to live in the 1620's.

They made their own clothes and furniture with tools and equipment they had also made. Nothing was very fancy, but it was useful.

The school building had all the learners in one room. Reading was the main subject. Reading was important to most parents because they wanted their children to

be able to read the Bible. The schools were not very fancy, but like the home were places where children could learn.

There was a lot of illness and disease because not much was known about prevention and treatment. There were no hospitals. Those who were ill were taken care of at home.

As for entertainment, time for play was limited. Here again, most recreation and entertainment took place in the home and among the members of the family. There were no radios, movies, or television.

Finally, planting, and harvesting food was important. A family had to plan well ahead for its food needs for a whole year. Most of the working day was spent making sure that there was enough food.

SUMMARY

To assist in additional understanding of the 1620's, you may wish to have a short discussion period about the people.

That summarizes quite well what the New England Colonists did in the 1620's, but no description of that period would be complete without saying a few things about the people themselves. How would you describe the people?

Desired responses:

1. Each family member depended upon other members of the family.
2. They worked hard.
3. They had a long working day.
4. They had to be good planners.
5. They were religious.
6. They had to be patient with each other.
7. They had to work together.
8. A family was quite independent of other families.

We have now completed our study of the independent life style of the Europeans who settled in New England in the 1620's. In our next lesson we will discover that long before these Europeans came to the Atlantic coast of the Americas in the 1620's there were Indians already living here.

We will also discover that in the early 1500's Spanish soldiers, priests, and noblemen came to the Americas. They, too, found Indians already living here. The Spanish hoped to extend (increase) the power of Spain in the "New World" by searching for gold and silver and by teaching the Indians the benefits of the Catholic Church.

We will examine their life style much in the same manner as we examined the life style of the New England Europeans, and then we will illustrate the differences and the likenesses of each.

Some of you will be pleasantly surprised to learn that the Indians and the Spanish who lived with the Indians have passed along to us in 1973 many aspects of their life styles.

Assessment Procedures

DESCRIPTION

A short-answer essay item is used to assess achievement of the objective.

DIRECTIONS

The learner will read the item and record his responses. Assistance with the vocabulary may be given by the instructor.

KEY

Farming -

1. They made their own tools and equipment.
2. Each family member capable of working was expected to help.
3. They had to plan ahead for the winter months.
4. Much of the working day was spent in farming.

Health -

1. Since there were no hospitals, those who were sick were cared for at home.
2. They made their own medicines.
3. They tried to keep from getting sick or getting hurt.

Education -

1. Schools were built by the men who lived nearby.
2. Reading was the main subject taught so the children could read the Bible.
3. The furniture was not very fancy, but it was useful.
4. The older children did not go to school in the late spring so they could help plant crops.

Manufacturing -

1. They made their own clothes and furniture.
2. They made the tools and equipment used to make their clothes and furniture.
3. They only made those things they had a use for.
4. They used handpower and animal power to manufacture tools and equipment.

Recreation -

1. Their games did not cost very much.
2. The home was the entertainment center.
3. Some of their games accomplished other things, like a corn husking contest.

Note: Any other reasonable response may be accepted for each life-style component.

Name_____

Date_____

Lesson 2

ASSESSMENT ITEM

Write two statements for each life-style activity which describe what life was like for those Europeans who came to America's North Atlantic coast in the 1620's.

Farming:

1. _____

_____

2. _____

_____

Health:

1. _____

_____

2. _____

_____

Education:

1. _____

_____

2. _____

_____

Manufacturing:

1. _____

_____

2. _____

_____

Recreation:

1. _____

_____

2. _____

_____

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LIFE-STYLE COMPONENT QUESTION PACKET

1. MANUFACTURING IN THE 1620'S IN NEW ENGLAND
2. EDUCATION IN THE 1620'S IN NEW ENGLAND
3. RECREATION AND ENTERTAINMENT IN THE 1620'S IN NEW ENGLAND
4. FARMING (INCLUDING LIVESTOCK) IN THE 1620'S IN NEW ENGLAND
5. HEALTH IN THE 1620'S IN NEW ENGLAND

MANUFACTURING IN THE 1620'S IN NEW ENGLAND

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1620's.

1. List ten items or products most often manufactured.
2. What determined which goods and products were manufactured?
3. What kinds of power were used to make the goods and products.
4. Who made most of the goods and products?
5. Where were most of the goods and products made?
6. Select one manufactured good or product used in the home, describe how it was made, and list the steps used in making it.
7. Using question 6, what materials and tools were used in making that item?
8. What do your answers to the first seven questions reveal about a family's life style in the 1620's? Did they do most things for themselves? Do you think life for them was easy or hard? Why? Do you think you would have enjoyed living then? Why? Why not?

Education in the 1620's in New England

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1620's.

1. What determined the length of vacations and the school year?
2. Who was required to go to school?
3. What was usually the highest grade that children were expected to attend?
4. What did the teacher usually teach?
5. Who was the counselor, nurse, and librarian?
6. Who kept the school building warm and clean?
7. Who usually built the school?
8. Why do you think some children went to school?
9. Describe the school building according to size, desks, lighting, restrooms, heat, and supplies.
10. Would you have liked going to school in the 1620's? Why? Why not?
11. Does it appear that the school that served only a few families was managed by them or by others in a larger community twenty miles away?

Lesson 2

Recreation and Entertainment in the 1620's in New England

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1620's.

1. What determined how much time was available for recreation and entertainment?

2. What were the most popular kinds of recreation and entertainment?

3. Where did most recreation and entertainment take place?

4. When did most recreation and entertainment take place?

5. Was there any charge to participate in any of the recreational or entertainment activities?

6. Was there anything useful in some of their recreation other then just being happy? Explain.

7. Do you think life was dull and unexciting for most children and young people in the 1620's? Why? Why not?

FARMING (INCLUDING LIVESTOCK) IN THE 1620'S IN NEW ENGLAND

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1620's.

1. What tools and equipment were used in planting, harvesting, and preserving foods?
2. Where did a farmer get most of the tools and equipment he needed?
3. Who was responsible for the farm chores?
4. How was the work divided among the family members?
5. What was done with the surplus, if any?
6. What determined the average size of a farm?
7. What kinds of animals did most farm families have?
8. List the vegetables most often planted.
9. Why was it important for a family to plan its food needs for a year at a time?
10. Suppose a family did not plan their farming well or work well together. What might the results be?

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HEALTH IN THE 1620'S IN NEW ENGLAND

Direction: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1620's.

1. Who cared for the sick and the injured?
2. Where were the patients cared for?
3. Who prepared the medicines?
4. What tools and instruments were used for operations?
5. Were any medical or dental schools available?
6. How much training, if any, was required to become a doctor, dentist, or nurse?
7. What was known about the causes of illness and disease?
8. How were the sick cared for?
9. What feelings do you think parents might have knowing that their three-year-old son or daughter was very ill?
10. Was there really much that anyone could do to help those who were sick?

LIFE-STYLE COMPONENT QUESTION PACKET KEY

1. MANUFACTURING IN THE 1620'S IN NEW ENGLAND
2. EDUCATION IN THE 1620'S IN NEW ENGLAND
3. RECREATION AND ENTERTAINMENT IN THE 1620'S IN NEW ENGLAND
4. FARMING (INCLUDING LIVESTOCK) IN THE 1620'S IN NEW ENGLAND
5. HEALTH IN THE 1620'S IN NEW ENGLAND

ANSWER KEY

MANUFACTURING IN THE 1620'S IN NEW ENGLAND

1. List ten items or products most often manufactured.

   Axes, dishes, shoes, pots for cooking, books, spinning wheels, butter churns, shovels, scythes, silverware, rakes, harnesses, buggies, clothing, furniture, candles, barrels, fishing nets, blankets, buckets, pitchers, candleholders, wicks.

2. What determined which goods and products were manufactured?

   The needs and wants of the people related to food, shelter, clothing, medical care, and recreation determined the number and kinds of goods and products that were manufactured. The availability of natural resources stimulated the growth of manufacturing.

3. What kinds of power were used to make the goods and products?

   Water, animal, human

4. Who made most of the goods and products?

   Most goods and products were made by the individuals who used and needed them. The adult male was responsible for most of the construction of tools and equipment which in turn would be used by other family members. For example, the adult male may build a spinning wheel. Prior to assembling the spinning wheel parts, he may have made the axe which was used to cut down the tree. Using other tools which he also made, he processed all of the parts necessary to build a spinning wheel. Once it was assembled, however, he may never use it again except to repair it. The older female family members then used the spinning wheel to make clothing and blankets. Younger family members, both male and female, may assist the older female family member in the spinning operations.

   Likewise, the older male family member may make a butter churn which in turn would be used by younger male or female family members to make butter.

5. Where were most of the goods and products made?

   Most goods and products were made in the home or in other buildings near the home.

6. Select one manufactured good or product used in the home, describe how it was made, and list the steps used in making it.

   Chair:

   a. Hammered and forged the iron to make the blade of the axe
   b. Used the axe to cut down the tree
   c. Used saw, chisel, file, knife, and wedge to cut the tree trunk into smaller pieces
   d. Used the tools mentioned above to shape the pieces into appropriate sizes
   e. Smoothed the pieces to remove the splinters
   f. Assembled the smoothed pieces with glue and pegs

7. Using question 6, what materials and tools were used in making that item?

   Saw, mallet, chisel, file, wedge, knife, glue, and axe

8. What do your answers to the first seven questions reveal about a family's life style in the 1620's? Did they do most things themselves? Do you think life for them was easy or hard? Why? Do you think you would have enjoyed living then? Why? Why not?

   A family's life style in the 1620's was centered around the home. Many families did not have any neighbors living nearby on whom they could depend. Therefore, most of the things that were needed, and most of the things that were wanted had to be supplied by the people themselves. There was nothing very fancy about some of the goods they made, but what they did make was functional and useful. They tried to make things as well as they could so that they would last a long time.

   Life for most of the people was probably very difficult because it took a lot of hard work for them to survive. Because life was difficult for most, the members of the family learned to cooperate with each other. Each had his own work to do.

Note: The remainder of these questions demand attitudinal answers, therefore, any reasonable response should be acceptable.

ANSWER KEY

EDUCATION IN THE 1620'S IN NEW ENGLAND

1. What determined the length of vacations and the school year?

   Vacations and the length of the school year were determined by the work that young people were expected to do. School began late in the fall because the crops had to be harvested, and school ended early in the spring because the crops had to be planted.

2. Who was required to go to school?

   The majority of children in the 1620's never went to school even though formal education for all was encouraged.

   Note: The first comprehensive school law was passed in 1642 in Massachusetts.

3. What was usually the highest grade that children were expected to attend?

   Some schools did provide instruction for the first eight grades. However, a child was fortunate if he had more than two or three years of formal schooling. The high degree of mobility and the scattering of settlements made it quite impossible to enforce compulsory attendance and require compulsory education.

4. What did the teacher usually teach?

   Children were usually taught reading, writing, and less often arithmetic. Most of the instructional materials used were religious in nature reflecting the close alliance between the established churches and civil governments. The materials usually consisted of the alphabet, the Lord's Prayer, some hymns, and Bible stories. The most commonly used colonial school book was the "New England Primer."

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5. Who was the counselor, nurse, and librarian?

   There were no counselors, nurses, or librarians in the 1620's as we know them today. Perhaps in the broadest sense one could find, present in the routine tasks of the teacher, functions and experiences akin to these specialized school personnel.

6. Who kept the school building warm and clean?

   The teacher was expected to keep the school building warm and clean. Occasionally one of the older students, as part of his punishment for neglect, kept the building warm and clean.

7. Who usually built the school?

   The people of the community and nearby settlements usually built the school.

8. Why do you think some children went to school?

   Children went to school because parents, responding to the authority of the established church, believed that their children should experience the obediences demanded by the church.

9. Describe the school building according to size, desks, lighting, restrooms, heat, and supplies.

   The size of the building was determined by the number of children expected to attend. A typical building might measure 22' x 30'. In place of desks the children sat on long backless benches in front of equally long tables. The buildings were poorly lighted. Natural light was provided through several small windows. Lamps and candles were also used for lighting. The restrooms were wooden outdoor structures situated at some distance from the school building. The supplies were severly limited. There were few text books, however, the Psalter and the Bible were found in every school. In use also was a hornbook which was a wooden paddle with a paper or piece of parchment under a thin sheet of horn showing the alphabet, some common syllables, and the Lord's Prayer.

Note: Resinous pine knots were burned for lighting in the home, but no mention was made that they were burned for lighting in the school buildings.

10. Would you have liked going to school in the 1620's? Why? Why not?

Note: The answers to this question require an attitudinal response, therefore, accept any reasonable responses.

11. Does it appear that the school that served only a few families was managed by them or by others in a larger community 20 miles away?

Schools that served only a few families were not only managed by them, but also by others in in a larger community 20 miles away. The system of education was delegated by the Crown and the church to the colonies through stock companies, proprietors, and royal governors. Since civil authorities and churches were located in larger communities, control over education emanated from there.

RECREATION AND ENTERTAINMENT IN THE 1620'S IN NEW ENGLAND

1. What determined how much time was available for recreation and entertainment?

   Entertainment and recreation were only incidental to the life style of early New England settlers. Because they were preoccupied with providing for their needs, which consumed most of the daylight hours, there was little time for recreation and entertainment.

2. What were the most popular kinds of recreation and entertainment?

   Note: There is some doubt and question whether all of the following are forms of recreation and entertainment.

   The most popular forms of entertainment and recreation were:

   a. Gambling
   b. Drinking
   c. Bowling
   d. Theatres
   e. Shuffleboard
   f. Dancing
   g. Singing
   h. Dunking for apples
   i. Corn shucking
   j. Bees
   k. Quoits
   l. Card playing
   m. Quilting parties
   n. Barn raisings
   o. Logrolling
   p. Logthrowing
   q. Hunting
   r. Fishing
   s. Target practice
   t. Jumping
   u. Foot racing
   v. Ice skating

3. Where did most recreation and entertainment take place?

   Most of the entertainment and recreation took place in taverns, theatres, home, and outdoors, especially on lawns or open fields, streams, and wooded areas.

4. When did most recreation and entertainment take place?

   Most of the entertainment and recreation took place late in the evening after the work and chores were completed. At times activities such as quilting parties and corn husking contests were planned for any of the daylight hours.

5. Was there any charge to participate in any of the recreational or entertainment activities?

   The only charges that were made for recreational and entertainment activities were those made by the proprietors of taverns and theatres.

6. Was there anything useful in some of their recreation other than just being happy? Explain.

   Note: Here again there is some doubt about the usefulness of some of the forms of recreation and entertainment listed in the answer to question 2, especially the gambling and the drinking. However, the other forms of recreation and entertainment, in my opinion, were useful.

   Bowling, theatre, shuffleboard, dancing, singing, quoits, and card playing were useful in that the participants were provided opportunities for diversions from their work.

   Dunking for apples, corn chucking bees, and quilting parties were useful forms of recreation and entertainment because goods and products were produced for consumption. For example, before dunking for apples contests were held, the apples had to be picked. Likewise, the corn that was husked and shelled had to be cut and shocked for drying. As for quilting parties, the end product of this activity was a quilt.

7. Do you think life was dull and unexciting for most children and young people in the 1620's? Why? Why not?

   Note: This question required an attitudinal answer, therefore, any reasonable response should be accepted.

FARMING (INCLUDING LIVESTOCK) IN THE 1620'S IN NEW ENGLAND

1. What tools and equipment were used in planting, harvesting, and preserving foods?

   The planting tools were:

   a. Plow
   b. Shovel
   c. Hoe
   d. Rake

   The harvesting tools were:

   a. Shovel
   b. Sycthe
   c. Grinder
   d. Rake
   e. Knife

   The preserving tools and equipment were:

   a. Grinder
   b. Knife
   c. Smoke pit
   d. Drying rack

2. Where did a farmer get most of the tools and equipment he needed?

   A farmer made most of his own tools and equipment. At times a farmer would trade any tool or equipment surplus he had for tools and equipment which he did not have.

3. Who was responsible for the farm chores?

   Each member of the family was expected, commensurate with his/her age, to accept responsibilities for the completion of farm chores.

4. How was the work divided among the family members?

   Note: Before one can determine how the work was divided among the family members, it will be necessary to hypothesize about the family. To that end we will assume that the adult male is aged forty-two and the adult female thirty-eight. They have four children, two males aged eighteen and six, and two females aged seventeen and eight. The tasks,

therefore, might be assigned in the following manner: The adult male and the older son would manufacture the required tools and equipment, clear the fields, plow the land, tend the growing crops, do the heavy harvesting tasks, and store the crops in farm buildings which they also constructed.

The adult female and the older daughter may feed the livestock, milk the cows and the goats, gather the eggs, clean the house, cook, preserve foods for later use, and make products for use in the home.

The younger son and the younger daughter may not have any specific or assigned tasks other than assist the older members of the family.

5. What was done with the surplus, if any?

Farm surpluses were stored for future use, were traded to neighbors for other needs and wants, and in some instances were sold or traded to a nearby store proprietor.

6. What determined the average size of a farm?

The average size of the farm was determined by the availability of farm land, the size of the family which in turn determined the amount of labor that was available, and finally, the willingness of the king of England, through the Royal Governor, to make land available to settlers, and to those whose indentured period had expired.

7. What kinds of animals did most farm families have?

The most common farm animals were:

a. Horses
b. Cows
c. Sheep
d. Chicken
e. Goats
f. Ducks
g. Oxen

Note: Many farm families also had pigs, but they were permitted to run free in the fields and in the woods.

8. List the vegetables most often planted.

a. Corn
b. Beans
c. Pumpkins
d. Squash
e. Sweet potatoes

9. Why was it important for a family to plan its food needs for a year at a time?

   It was important for a family to plan its food needs for a year at a time because if they did not preserve and store the surpluses of the fall harvest, there was no other willing source for food products, and a family may not have all the food it needs.

10. Suppose a family did not plan their farming well or work well together. What might the results be?

    If families did not plan their farming wisely, that is, the completion of all assigned tasks, they might have food shortages during the winter and throughout the spring.

HEALTH IN THE 1620'S IN NEW ENLAND

1. Who cared for the sick and the injured?

   Adult members of the family usually cared for the sick and injured. In cases of serious illness or injury, professional help was sought. Professional help included both men and women who engaged in medical practice at will. A few had had an European education, but most were trained through an apprenticeship.

2. Where were the patients cared for?

   Most of the patients were cared for in the home because there were no hospitals, clinics, or medical offices.

3. Who prepared the medicines?

   Most heads of households prepared their new medicines using traditional remedies and herbs. At times, successful remedies were made available to others. Likewise medicines and suggested remedies and treatments were made available by the Indians.

4. What tools and instruments were used for operations?

   Operations performed in the 1620's were at best very simple operations and in no way should the be thought of as approaching the sophistication of 1970. There was a lack of knowledge about internal operations. Perhaps in a broad context we could classify the setting of a broken arm as an operation. The only tools and equipment used were needles, knives, splints, and scissors.

5. Were any medical or dental schools available?

   No medical or dental schools were available.

6. How much training, if any, was required to become a doctor, dentist, or nurse?

   Since there were no medical or dental schools, there was no training available. Some, however, had served a six-year apprenticeship in England before coming to New England.

7. What was known about the causes of illness and disease?

   Little was known about the causes of illness and disease.

   Note: The first medical publication in the colonies appeared in the 1670's. It was written by Thomas Thacher, and was entitled, "A Brief Rule to Guide the Common People how to Order Themselves and Theirs in Small Pocks or Measles."

8. How were the sick cared for?

   The sick were usually confined to bed and were cared for by adult members of the family. Most of these people were steeped in the traditions and importance of prayer, and as a consequence prayer was commonly used.

9. What feelings do you think parents might have knowing that their three-year-old son or daughter was very ill?

   Note: This is an attitudinal question, therefore, any reasonable response should be accepted.

10. Was there really much that anyone could do to help those who were sick?

    Note: Again this is an attitudinal question, and therefore, any reasonable responses should be accepted. It should be noted, however, that the answers to the previous questions could be used in formulating any helpful attitude.

LIFE STYLES OF THE SPANISH AND FIVE INDIAN TRIBES OF THE SOUTHWEST IN THE 1500'S AND 1600'S

LESSON THREE

CONCEPTS

Awareness of five components of life style for the Spanish who came to the Americas in the early 1500's and for five tribes of Indians who lived in the Southwest when the Spanish arrived

PERFORMANCE OBJECTIVE

Given five components of life style in the early 1500's and 1600's (manufacturing, education, recreation, health, and farming) and the list of questions, the learner will describe each of the five components for the Spanish soldiers who came to the Americas or the Indians who lived in the Southwest.

LESSON TIME

150 minutes

Session I - 50 minutes
Session II - 50 minutes
Session III - 50 minutes

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Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Descriptive Content Packet *Life-Style Components Question Packet*	Reference materials reflecting life-style components (optional)
Life-Style Components Worksheet Packet *Life-Style Components Worksheet Packet Key* Assessment item	

Instructor Preparation Tasks

Duplicate one copy of the following for each learner:

1. *Descriptive Content Packet*
   a. *Spanish Exploration of the Early 1500's and 1600's in the Southwest*
   b. *Apache Indians of the Early 1500's and 1600's in the Southwest*
   c. *Hopi Indians of the Early 1500's and 1600's in the Southwest*
   d. *Navajo Indians of the Early 1600's in the Southwest*
   e. *Papago Indians of the Early 1500's and 1600's in the Southwest*
   f. *Yuma Indians of the Early 1500's and 1600's in the Southwest*
2. *Life-Style Components Question Packet*
3. *Life-Style Components Worksheet Packet*
4. Assessment item

Read the *Life-Style Components Worksheet Packet Key* for your information.

Divide the class into five groups to ensure that each of the five life-style components are studied.

Assemble artifacts, memorabilia, reading material, and pictures that might reflect any phase of any of the life-style components. (optional)

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

This lesson suggests three sessions of approximately 50 minutes each. It is designed to show the parallel development of the early Spanish life style, and the life style of five Indian tribes in what is now part of the southwestern United States, with the development of the life style of those early Europeans who settled along what is now the New England section of the United States. You will note that this lesson includes a descriptive content packet, a series of questions relating to the five life-style components, and a set of worksheets on which the answers to the questions are to be written.

If possible, assemble artifacts, memorabilia, reading material, and pictures that might reflect any phase of any of the life-style components to supplement the information provided within the unit and make them available for the learners to use in their research activity.

I mentioned to you in an earlier lesson that nearly 100 years before the English colonists arrived in New England, Spanish soldiers, priests, and noblemen had come to the Americas to extend the glory of Spain by searching for riches and by teaching the Indians the benefits of the Catholic Church.

I also mentioned that just as the English colonists found Indians living in New England in the 1620's, so did the Spanish find Indians living in the Southwest in the 1500's.

Today, therefore, we will begin our study of the Spanish who came to the Americas in the early 1500's and five Indian tribes who lived here in the Southwest. We will examine the life style of both the Spanish and the Southwest Indians to compare their life styles with the English who settled in the Americas 100 years later.

TASKS

In a few minutes each of you will be given a descriptive package with information about the Spanish settlers and the Apache, Yuma, Papago, Navajo, and Hopi Indians.

Share the information that although their descriptive packets contain factual data on only five tribes of Indians, there were many other tribes living in the Southwest during this period, such as the following:

1. Acoma
2. Cocopa
3. Faraone
4. Havasupai
5. Jamez
6. Kere
7. Maricopa
8. Mohave
9. Picuri
10. Pima
11. Pueblo
12. Sobaipuri
13. Taos
14. Tano
15. Tewa
16. Walapai
17. Yavapai
18. Zuni

Write the five tribes that are to be studied on the chalkboard.

You will then be assigned one of the five life-style activities that were used when studying the New England settlers. Do any of you remember what those five life styles were?

Desired response:

Yes, I know. They were health, farming, recreation, education, and manufacturing.

Distribute a "Descriptive Content Packet" to each learner.

That is fine. Now after you receive your life-style assignment, you will be given a question sheet on which there are several questions about each life-style activity. You will read the short descriptions of the Spanish, Apache, Yuma, Papago, Navajo, and Hopi, *(point to board)* and try to find the answers to the questions.

Please look at the "Life-Style Components Worksheet Packet."

Assign each learner an area by checking (✓) the appropriate life-style component. Assign these components as equally as possible to the learners. In addition assign the same learners who researched each life-style component when studying New England in the 1620's to the same life-style component for this lesson so that the comparisons between the two will be more vivid. Remind the learners that they are to record answers only for the life-style component checked at the top of their blank worksheets.

Each of you will also receive a set of worksheets on which to record your answers. When you have read the life-style descriptions, write your answers on the worksheets. When you have written the answers on the worksheets, we will then use your completed worksheets as a basis for discussing the questions.

Monitor the reading activity. Answer any questions, and also remind the learners that it may be difficult at times to find specific answers for certain questions.

SUMMARY

Today we started our study of the Spansih, Apache, Yuma, Papago, Navajo, and Hopi life styles in the 1500's through the 1600's. You have been reading their life styles and have started to answer some of the questions on your worksheets.

I am sure that you have discovered that there may be questions for which you cannot find the answers easily. If this is the case, just leave those sections of your worksheets blank. Perhaps someone else will find the answers.

Tomorrow you will complete your individual worksheets.

SESSION II

INTRODUCTION

This is a learner work session. Monitor each learner's progress, assist with the use of the "Descriptive Content Packet" and the "Life-Style Component Question Packet," and encourage the learners to compute their assignments accurately and on time.

Today you will complete your worksheets. Select the best and most complete answers, and record them on the worksheets. Are there any questions?

TASKS

Monitor each learner's effort for correctness and completeness. Make sure that those assigned to manufacturing understand questions 5 and 7. In answering question 5 a description containing a few sentences would be

satisfactory. In answering question 7 three or four short paragraphs would be sufficient. However, should a majority and minority opinion be expressed, please have both opinion reports submitted.

SUMMARY

I see that most of you have now completed the worksheets using the best and most complete answers. Tomorrow in class we will use your completed worksheets to discuss the life styles of the Spanish and the Apache, Hopi, Navajo, Papago, and Yuma Indians.

SESSION III

INTRODUCTION

Please remember that this lesson was designed merely to acquaint and to make the learners aware that life styles for the Spanish and the Indians were quite identifiable and distinctly different from that of the New England settlers in the 1620's. No attempt was made to provide the learners with an in-depth study of activities which reflect life styles in the Southwest. Remind the learners that the details of their life styles are interesting and worthy of further study.

TASKS

Today we will summarize the life-style activities of the Spanish who came to the Americas in the early 1500's and the five Indian tribes who lived in the Southwest at the time the Spanish arrived.

Even though some of you were assigned to manufacturing and answered several questions, each of you read the same content and should join in the discussion. The same invitation to join in the discussion is extended to others when we consider the other four life-style activities.

As a basis for discussion, use the same set of questions that were given to the learners. Use the "Life-Style Components Worksheet Packey Key" for your information. Also, refer frequently to the contrasting parallel

development of the life style in New England in the 1620's. When the discussion for each component of life style is completed, summarize using the following dialogue as a guide:

Today we are concluding our lesson on the life styles of the Spanish who came to the Americas in the early 1500's, and the Apache, Yuma, Papago, Navajo, and Hopi Indians who lived here in the Southwest when the Spanish arrived.

From your studies you have told me that in some ways life was strangely different from those who lived in New England. The goods and articles they manufactured were not very fancy. Some of the tools were quite simple compared to the tools we use today, but the Spanish and Indians, like the New England colonists, produced by hand only those things that had some immediate value and were useful.

Children were taught how to read. They learned how to read from the Bible. The Bible was also read in the home, but here, the objective was religious training.

When we think about education, you will remember that schools were established very early in New England. Here the children in school buildings were taught to read and write, while in the Southwest there were no schools until the Catholic missions were built. Even after that most children did not go to school. This does not mean that Indian parents thought that learning and education were a waste of time. The children learned from their elders the tribe's songs, dances, ceremonies, and legends so that these traditions could be passed along to future generations. They also learned how to tell what their many signs and pictures meant.

Even though most of you decided that you would not have liked being educated in this manner, you did conclude that everything that was learned as a child would be useful as an adult.

You will remember that there was very little time for recreation in early New England because so much time was required in providing just the things that were needed. So it was in the Southwest. The children in both regions of the country played games as children everywhere do. The games may have been different, but they did offer them something useful to do in their free time.

When discussing farming, we think of the production of crops. There were no great differences in the kinds of crops that were grown. Some of those who lived in the Southwest did learn to plant and to harvest cotton, but the growing of cotton in New England would have been impossible because of the climate.

Those who lived in both regions used hand tools that they made not only for planting, but also for harvesting. The only other notable difference in farming between the two regions was that in the Southwest irrigation was necessary to make sure that in times when there was little rainfall, water was available. The water was stored in dams and released through canals onto the fields when it was needed.

Finally, we have concluded that those who were sick or injured did not have nearly as many hopes of getting well as we do today. Little was known then about the causes, prevention, and treatment of illnesses and diseases. Both used medicines and remedies that were made from plants. The Indians of the Southwest, however, called upon the medicine man to cure those who were sick. The medicine man used songs and dances that were offered to the gods in order to speed up a recovery from an illness or an injury.

SUMMARY

Tomorrow we will begin a new lesson which will also last several days. We will examine the same five life-style activities, but this time we will relate them to the 1970's so that we can see the many changes that have taken place since the Spanish soldiers, priests, and noblemen came to the Americas and discovered that Indians were already living here.

ASSESSMENT PROCEDURES

DESCRIPTION

A short-answer essay is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

Choose either the Indian or the Spanish soldiers. Write a short sentence on the life-style in terms of the following components:

1. Health
2. Farming
3. Education
4. Recreation
5. Manufacturing

KEY

Spanish Soldiers

Health:

1. Brought with them known medicines and drugs from Europe
2. Built the first hospital in the Americas
3. Experimented with internal and external operations

Farming:

1. Built canals and aqueducts
2. Used slave labor
3. Introduced European crops to the Americas

Education:

1. Provided education through tutors for the wealthy only
2. Established the first university in the Americas
3. Wrote philosophy and science

Recreation:

1. Encouraged entertainment (hobbies) to produce various art forms
2. Played competitive sports

Manufacturing:

1. Developed complex tools
2. Used slave labor in the mines

Note: Any other reasonable responses may be accepted.

KEY

Indians

Health:

1. Made their own medicine
2. Relied on medicine men (witchcraft)
3. Prayed to the gods.

Farming:

1. Cleared the lands
2. Learned to irrigate
3. Made use of fertilizers

Education:

1. Taught writing only in symbols and pictures
2. Taught to live in harmony with nature
3. Taught survival skills

Manufacturing:

1. Used crude tools
2. Modified natural products

Note: Any other reasonable responses may be accepted.

DESCRIPTIVE CONTENT PACKET

1. Spanish exploration of the Early 1500's and 1600's in the Southwest
2. Apache Indians of the Early 1500's and 1600's in the Southwest
3. Hopi Indians of the Early 1500's and 1600's in the Southwest
4. Navajo Indians of the Early 1600's in the Southwest
5. Papago Indians of the Early 1500's and 1600's in the Southwest
6. Yuma Indians of the Early 1500's and 1600's in the Southwest

SPANISH EXPLORATION OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST

The first European explorers in the Americas were the Spanish soldiers, who arrived in the early 1500's. Some of their early explorations were to the lands which today are part of the southwestern United States. Here in this hot, dry, rugged, strange land they met several different tribes of Indians.

Catholic priests and a few noblemen also traveled with the Spanish soldiers. The priests were anxious to teach the Indians all about the Catholic Church in hopes that the Indians would become members of the Catholic Church. The priests wore long brown and black robes.

A nobleman was usually a member of some of the richest, most powerful, and most famous families in "Old Spain." The nobleman's family owned large areas of land, held high positions in the Catholic Church and the government, and had many people of the poorer classes living and working on their land.

The noblemen who came with the Spanish soldiers to "New Spain," as this new area was called, were usually not the first-born sons. If the other sons wanted fame or fortune, they had to search for it because only the first-born son in

any family would inherit (receive) his father's fame and fortune.

Most of the soldiers came because they heard stories and rumors about the great wealth and riches that awaited them in the "New World." They believed that some city streets were paved with gold and silver and that mountains of pure gold and pure silver could be found almost anywhere in the "New World."

These stories were not true. Rumors about these great riches were told in order to excite the Spanish soldiers and encourage them to conquer new lands and new people for the glory of Spain. After the Aztec Indians were defeated and made slaves, even more untrue stories were told about the wealth and the riches found in the "New World."

Sometimes a few wives of some of the Spanish soldiers came to the "New World" and served as nurses for those who were sick and injured. The wives also mended the soldiers' clothes and helped to prepare their meals.

An expedition to new and strange lands also had to have many supplies for the long trip. A herd of cattle, pigs, horses, and mules sometimes followed behind the army. These animals were used for food and to carry the soldiers' supplies and equipment.

The army itself was made up of men on horseback (caballeros), and men on foot (infantry). Those on horseback wore armor and carried lances and swords, while those on foot carried pikes (spears) and harquebus (a type of early musket). So they were not only prepared against attack, but also prepared in case they wanted to capture Indians and seize their gold and silver.

The Spanish blacksmiths would make much of the equipment for the army. At first many of the weapons came from Spain, but later they were made in the "New World." Clothes were made in Europe by tailors and women. Things were manufactured according to what the army and the few settlers and priests needed. Many times they had to make things themselves such as tables and chairs.

Education started early in "New Spain." One of the duties of the priest was to teach both the friendly Indians and the conquered Indians to read and to write. The priests also taught the Indians the skills needed to build missions, haciendas (large houses), and mercados (market places). Settlements began to appear in the Southwest and were usually centered around the missions. Sante Fe in New Mexico was one of the earliest missions built. It was completed in 1610, several years before the Pilgrims settled in New England.

Only when the Spanish soldiers learned that legends (stories and rumors) about gold and silver were not really true did the Spanish family life begin to grow.

References: Horgan, Paul. The Heroic Triad. New York, New York: Holt, Rinehart and Winston, 1970, pp. 103-105.

Willman, Paul I Glory God and Gold. Garden City, New Jersey: Doubleday and Company, 1954, pp. 3-8.

APACHE INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST

The Apache Indians lived in the mountainous regions of what is now eastern Arizona and western New Mexico. They loved their homes in the mountains and left the mountains only for brief periods to hunt and fight.

Because the Apaches did not like to farm, they often raided the farms and the fields of their Indian neighbors when food became scarce. What little farming was done by the Apache was usually done by the older members of the tribe, since the hunting and fighting were left up to the younger warriors.

Deer hunting was important to the Apaches. Killing game provided them with food. Animals were important not only for food, but for many other uses, as well. For example, from the skin they made mocassins, thongs, and body clothing. They also used the skins to cover their wickiups (houses). From the hair, usually the tail, they made ornaments and embroidery. They used the antlers to make handles for tools and points for arrows and spears. From the hooves they made glue and rattles, and from the bladder and the stomach they made water bags and containers for other liquids.

Since there was no formal schooling or education as we know it today, the young Apache boy was educated to survive

with the hardships of nature. He was taught by his father how to track game, how to listen for sounds of certain animals, and how to creep closely enough to an animal so that he could kill it. They were also taught by the older warriors how to make the tools and equipment they needed for hunting. They learned how to make their own bows, arrows, and traps. Their success as a young warrior was measured by how skillfully they could hunt.

Apaches were strong believers in showing their children affection in their early years. As children grew older, they were taught the great traditions of the Apache people by their family and parents through songs and legends. They were taught how to take care of themselves in the great outdoors. The art of fighting was also taught early in life.

The Apaches did not have many different kinds of food. In addition to the meats from the deer, bear, rabbit, and turkey, they ate sunflower seeds, pine nuts, acorns, wild berries, mesquite beans, corn, and melons.

Both boys and girls were prepared for marriage from age ten until their mid teens. The women did most of the housework with the help of the children. They built most of the wickiups. They also made furniture, tools, and clothing for the family. When the family moved, the woman would carry her share of the possessions. Apache women were also very good basket weavers.

APACHE INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST
(Continued)

Lesson 3

The medicine man represented the authority of the spiritual life of the Apaches. He claimed to heal people by using ancient chants to the gods of the sun, moon, and wind.

References: Ditzler, Robert E. The Indian People of Arizona. New York, New York: Vantage Press, 1967, pp. 11-21.

Wissler, Clark. Indians of the United States. New York, New York: Doubleday and Company, Inc., 1956, pp. 241-249.

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YUMA INDIANS OF THE EARLY 1500's AND 1600's IN THE SOUTHWEST

The Yuma Indians lived along the lower Colorado River. They built their homes much like the Papago Indians, using cottonwood trees for poles and limbs and bushes for coverings. The walls were covered with adobe (a mixture of mud and grass) plaster. It is believed that the Yumas were a taller and stronger people than other southwestern Indians because they lived near a plentiful supply of water.

These people raised crops of corn, beans, pumpkins, and melons. Sometimes the crops would die from lack of rain. Even though there was much water nearby, the Yumas did not learn to irrigate their fields as the Papagos of Central Arizona did.

The women learned to spin and weave cloth from the cotton plant. These skills were taught to the younger girls of the tribe. The older tribal members were responsible for teaching all the younger children. One thing that was taught was an art form called the tattoo. The Indians would prick (puncture) the skin with a cactus needle until it bled a little and would then rub charcoal into the small wound. Many of these dots would make a design like a star. Other designs, all meaning something to the Yumas, were etched on the skin, especially on the face.

A young boy or a girl was taught by his parents how to do the things the mother or father knew how to do.

Yuma Indians made bands, belts, and blankets, using rabbit skins cut in thin strips. These bands and belts were made of many colors and were used to keep a baby in a special cradleboard (carrying basket for the baby).

Women and older girls wore skirts which they had woven. Since the climate was always warm or hot, children and men did not wear clothes. When a young girl got married, it was time for a celebration. There would be singing and dancing. Many people would come and join in the celebration.

The Yuma Indians made use of a shaman (doctor) to take care of their health needs. He had the power to tell what dreams meant. He would use magical ceremonies with singing, words, and dances to help the person get well. The shaman would only come to cure certain illnesses. One special illness a shaman could cure was snakebite. He would pierce the bite with a sharp end of a feather, suck the venom (poison) with his mouth, and then sing songs. He did not have the power over all sicknesses. The shaman would charge little for what he did. The charges would usually be small amounts of corn or beans. If the patient died, the shaman would suffer no harm.

The Yuma Indians had two favorite games. One was a ball game with a wooden ball. The boys and young men would kick

YUMA, INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST (Continued)

the ball with their bare feet for one or two miles. The first one across a finish line would win. The players would keep score to see which team won. This game was similar to what we know as hockey.

The second game used a hoop made of bark or a cord. As the hoop rolled along, the players would try to throw a stick through the middle. The men sometimes gambled when playing this game.

The Yuma Indian lives today on the California side of the Colorado River. The men wear cowboy pants, and the women wear long, brightly colored skirts. The white man has greatly changed their life style from what it was in the 1500's and 1600's.

Reference: Ditzler, Robert E. The Indian People of Arizona. New York, New York: Vantage Press, 1967, pp. 165-174.

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PAPAGO INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST

The Papago Indians lived in the south central part of Arizona around the present site (location) of Tucson. They were different in many ways from the other Indian tribes who lived in the Southwest. They were a peaceful people, never fighting unless they were attacked by other tribes.

The Papagos spent most of their time farming. In fact, they were able to farm the dry desert lands where there was very little rainfall. They solved the water problem by using irrigation.

Irrigation brought water to their fields of corn, beans, and squash through canals (ditches). Before irrigation water was available, only a few desert bushes and cacti (desert plants) grew where the Papagos lived. They were able to solve the water problem where other desert dwelling Indians had failed.

The corn that was planted was pretty in color. It had blue, red, black, and white kernels. As soon as spring came and the ground was soft from a rain, the Papago men would use long sticks to poke a hole in the soil and place a seed. The older men usually sang a song during the planting, feeling that it would help the corn grow better. They also had songs for the harvest.

The Papago used tobacco only for special ceremonies and meetings. They placed the tobacco in a hollow reed much like a cigarette. One thing that was used for pleasure was chewing gum. This was made by heating and then cooling milkweek juice, which hardened as it cooled. Both adults and children enjoyed this treat.

The Papagos made their clothes from the cotton plant. Therefore, they did not have to depend on the skins from animals for their clothing. They did not use feathers in any of their dress or costumes because deer and large birds were scarce on the desert. They had to use other materials.

The men, women, and children helped to build the houses, which were shaped like a dome (beehive). Large poles were placed in a pit that was about two feet deep. The poles were tied together at the top. The Papagos did not have nails. More poles were added to strengthen the top, and a plaster made from mud was used to cover the shell of the poles. The hot sun would dry the mud into a hard plaster. In the summer the burning sun would cause the temperatures to soar (climb) to 120 degrees. They had no furniture in their houses. A group of houses built close together meant that a family with many aunts, uncles, sisters, and brothers lived there.

The Papago Indian could make two things very well,

ropes and baskets. The rope was made by pounding with a stone the large leaves of a century plant (desert plant). Only threads which looked like strings would remain. They were twisted and woven into strong ropes. From the same plant and others like it, the women would make baskets of beautiful designs to help them carry food and supplies. The simple tools used were the knife and the awl, which looked like an ice pick. They would use their teeth to hold and tighten the strings of thread when their hands were busy.

Today they do not make clothes from cotton, but the art of basketmaking still remains. Since the 1600's, many changes have come to the Papago. They are still one of the larger groups of Indians, about 8,000 in number, who still retain (keep) many of their early customs.

Reference: Ditzler, Robert E. The Indian People of Arizona. New York, New York: Vantage Press, 1967, pp. 122-133.

NAVAJO INDIANS OF THE EARLY 1600'S IN THE SOUTHWEST

The largest Indian tribe in the United States today (90,000) is the Navajo. They live in northeastern Arizona, northwestern New Mexico, southeastern Utah, and southwestern Colorado on a reservation larger than New Hampshire, Connecticut, Vermont, and Rhode Island put together. This large area today is called the "Four Corners." Their country consists of desert and canyon hillsides, dotted with dwarf pine trees called Pinon.

The Navajo lived in a building called a hogan, made of logs, grass, and mud. A smoke hole was left in the center of the top of the hogan. This thick-walled house was warm in winter and cool in summer. A round hole with rocks around the edges formed the fire pit in the center of the hogan.

The Navajo had a sweathouse. This was a kind of steam bath used by many people. Stones were heated in an open fire outside the sweathouse. They were rolled into the sweathouse and water was poured over the hot rocks. The result was a steam bath. Water was scarce in the Navajo lands and this helped to cut down on the amount of water used.

Navajos wore skin clothing that was cut with a stone or bone knife and sewn together with strips of deer skin or human hair. Women's dresses were made by fastening two deer

skins together at the shoulders. Holes were made along the edge of the skin with a bone needle, and then tied together with strips of skin.

Navajo dances were religious dances. All the ceremonies started as legends and were handed down from one medicine man to another. The legends were told or sung by medicine men in a ceremonial hogan.

Dry painting (sand painting) was a ceremony of the Holy People. Paintings were made of pollen (fine dust of a seed plant), crushed flowers and grains, charcoal, and ground minerals.

The Navajo people learned silversmithing and rug making from the Mexicans and Spaniards. The men usually did the silversmithing and the women wove rugs and blankets. Children helped their parents. Their equipment was a simple goatskin bellows (air pump), a hammer, and a file. They made silver beads, buttons, bracelets, and squash blossoms. They also made a horseshoe-shaped ornament called the "naja," which decorated the bridles of Spanish horses to guard against evil magic. The Navajo used a lot of turquoise, which is a bright blue-green stone that shines beautifully against silver. Some of the silver was brought from Mexico; some was mined near Santa Fe, New Mexico. They would trade these products with other people for more silver.

After the Spanish arrived, the Navajo learned how to raise sheep. The men, women, and older children helped to tend the flocks of sheep while they grazed.

The Navajos built a nation that was strong and proud of its past. They always planned and worked for a brighter future.

Reference: Ditzler, Robert E. The Indian People of Arizona. New York, New York: Vantage Press, 1967, pp. 99-109.

Lesson 3

HOPI INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST

Northern Arizona and northeastern New Mexico, with their wide sandy valleys and rocky mesas (flat lands), has for years been the home for many people. Here the Hopi Indians lived. The name Hopi is a contraction (shortened form) of "Hopitu," which means "peaceful one."

In 1598 a Spaniard, Juan de Onate, an early governor and colonizer of New Mexico, took possession of the country and forced the Indians to be obedient to him. Missions were established throughout the mesas but by 1620 the Hopis began to rebel. The Hopis came from the pueblos (villages) of the surrounding area. Others migrated from the Rio Grande Valley farther to the south.

The Hopis had a rich folklore (legend) which they inherited from the past. Legends were used to teach children about the tribe's beliefs.

They had many different gods, each of whom had a special meaning for the Hopi. Religion was very important in all Hopi life. The Kiva (a special religious room) was the center of the religious life of the Hopi Indian. They totally accepted their religion and never questioned it. The Hopi believed in a future life in the "underworld heaven," but did not believe in punishment after death. They believed that nature and God were one. The spirit

being was present in every object: clouds, rain, animals, plants, and mountains.

Religious ceremonies were held throughout the year. Thanks to the gods was given through "Kachine dolls." Each family honored a particular Kachina (ancestral spirit). The dolls were made for the children and were carved out of the cottonwood tree. They were made to represent their families. Through having these Kachina dolls, the children learned about their sacred ancestral family.

The early Hopi men wore calico (many colored) shirts and pants of homespun cotton. Sometimes they wore a breechcloth and moccasins. They always wore a headband. Small children usually wore no clothes.

Children were taught to obey their parents and relatives. Punishment of children was rare, but they did scold and make fun of them when they failed to obey. Children were taught the dangers of the high cliffs around the pueblos and the dangers of fire. They were also taught by their parents and aunts and uncles how to recognize the different Kachinas, dances, songs, and costumes. For recreation adults and children spent time telling jokes or making fun of daily life. They had a good sense of humor, and the children were usually happy.

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HOPI INDIANS OF THE EARLY 1500'S AND 1600'S IN THE SOUTHWEST (Continued)

Lesson 3

From prehistoric (early) times the Hopis have been craftmen. Their ancient cities that lie in ruins illustrate their many skills. The men were weavers, jewelers, and moccasin makers. The women made pottery and baskets. The Hopi traded with the Zuni, Acoma, and the Pueblos of the Rio Grande River Valley.

The Hopi Indian men and women raised maize (corn), beans, melons, squash, pumpkins, peaches, and apricots. Sheep supplied both wool and meat; the wool was used to make clothing and blankets, while the meat provided food for the family.

The Hopi priests had many chants and prayers for the sick and injured. The Hopi people had charms and superstitions promising good luck and health to those who kept them.

Reference: Ditzler, Robert E. The Indian People of Arizona. New York, New York: Vantage Press, 1967, pp. 53-65.

LIFE-STYLE COMPONENTS
QUESTION PACKET

1. MANUFACTURING IN THE 1600'S IN THE SOUTHWEST
2. EDUCATION IN THE 1600'S IN THE SOUTHWEST
3. RECREATION AND CEREMONIES IN THE 1600'S IN THE SOUTHWEST
4. FARMING (INCLUDING LIVESTOCK) IN THE 1600'S IN THE SOUTHWEST
5. HEALTH IN THE 1600'S IN THE SOUTHWEST

MANUFACTURING IN THE 1600'S IN THE SOUTHWEST

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1600's.

1. List ten items or products manufactured.

2. What determined which goods and products were manufactured?

3. What kinds of power were used to make the goods and products?

4. Who made the goods and products?

5. Select one manufactured good or product used in the home and describe how it was made.

6. Using question five, what materials and tools were used in making that item?

7. What do your answers to the first seven questions reveal about a family's life style in the 1600's? Did they do most things for themselves or did they depend on others to do things for them? Do you think life for them was easy or hard? Why? Do you think you would have enjoyed living then? Why? Why not?

EDUCATION IN THE 1600'S IN THE SOUTHWEST

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1600's.

1. How did children learn?
2. Did they go to school?
3. Who were the teachers?
4. What was learned and taught?

RECREATION AND CEREMONIES IN THE 1600'S IN THE SOUTHWEST

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1600's.

1. What do you think determined how much time was available for recreation and ceremonies?

2. What were the popular kinds of recreation and ceremonies?

3. Was there any charge to attend a recreation or ceremonial event?

4. Was there anything useful in some of their recreation or ceremonies other than just being happy?

5. In which one of the recreation activities or ceremonies would you like to participate?

6. Do you think life was dull and unexciting for most children and young people in the 1600's? Why? Why not?

FARMING (INCLUDING LIVESTOCK) IN THE 1600'S IN THE SOUTHWEST

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1600's.

1. What tools and equipment were used in planting, harvesting and preserving food?

2. What special farming methods were used?

3. How was the work divided among the family members?

4. What kinds of animals, if any, did Indian and Spanish soldiers have?

5. List the vegetables and fruits often planted.

6. Were there some Indians who did not farm? How did they get their food?

7. Suppose a family did not plan their farming well or work well together. What might the results be?

HEALTH IN THE 1600'S IN THE SOUTHWEST

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1600's.

1. Who cared for the sick and the injured?

2. Who prepared the medicines?

3. How were illnesses treated?

4. Was there really much that anyone anywhere could do to help those who were sick compared to today?

LIFE-STYLE COMPONENTS
WORKSHEET PACKET

1. MANUFACTURING IN THE 1600'S IN THE SOUTHWEST
2. EDUCATION IN THE 1600'S IN THE SOUTHWEST
3. RECREATION AND CEREMONIES IN THE 1600'S IN THE SOUTHWEST
4. FARMING (INCLUDING LIVESTOCK) IN THE 1600'S IN THE SOUTHWEST
5. HEALTH IN THE 1600'S IN THE SOUTHWEST

LIFE STYLE COMPONENTS WORKSHEET PACKET

Check One
___ Manufacturing in the 1600's in the Southwest
___ Education in the 1600's in the Southwest
___ Recreation and ceremonies in the 1600's in the Southwest
___ Farming (including livestock) in the 1600's in the Southwest
___ Health in the 1600's in the Southwest

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1						

260 092

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2						

ERIC

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3						

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4						

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
5						

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
6						

Directions: Answer by writing two or three paragraphs in your own words.

7.

LIFE-STYLE COMPONENTS
WORKSHEET PACKET KEY

1. Manufacturing in the 1600's in the Southwest
2. Education in the 1600's in the Southwest
3. Recreation and ceremonies in the 1600's in the Southwest
4. Farming (including livestock) in the 1600's in the Southwest
5. Health in the 1600's in the Southwest

LIFE-STYLE COMPONENTS WORKSHEET PACKET KEY

X Manufacturing in the 1600's in the Southwest
___Education in the 1600's in the Southwest
___Recreation and Ceremonies in the 1600's in the Southwest
___Farming (includes livestock) in the 1600's in the Southwest
___Health in the 1600's in the Southwest

Note: Only the answers found in the life-style descriptions are recorded on the completed worksheet.

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1	Clothes Armor Lances Swords Pikes Harquebues Tables Chairs	Moccasins Thongs Body clothing Ornaments Embroidery Tool handles Spears Arrows Glue Rattles Water bags Mescal Traps Furniture Baskets	Kachina dolls Shirts Pants Breech cloth Headband Moccasins Pottery Baskets Blankets	Skin clothing Bone needle Bone knife Stone knife Dry paintings Rugs Goatskin bellows Hammer File Silver beads Buttons Bracelets Squash blossoms "Naja" (ornament)	Costumes Clothing Plaster Ropes Baskets Hollow reeds Chewing gum	Adobe Cloth Bands Belts Blankets Cradleboard Skirts Sharpened feathers Wooden ball Hoop made of bark or cord

MANUFACTURING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2	The needs of the army and Spanish people living in the New World	Hunting needs Furniture needs Moving needs	Religious needs	Clothing needs Ceremonial needs	Housing needs Clothing needs	Housing needs Clothing needs Medical needs Recreational needs

MANUFACTURING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3	No answer in narrative but left up to learner speculation that many things were made by hand	Work was done by hand	Work was done by hand	Work was done by hand	Work was done by hand	Work was done by hand

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4	Men Women	Men Women Children	Men Women	Men Women Children	Women	Women Young girls

MANUFACTURING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
5	No answer in narrative	Moccasins were made from the skin of a deer	Kachina dolls were carved out of cottonwood	Skin clothing was cut with a stone or bone knife and sewn together with strips of deer skin or human hair	Baskets were made using knives and awls (like icepick) They would use their teeth to hold and tighten the string when their hands were in use	Adobe was made by mixing mud and grass Cloth skirts were woven from the cotton plants

MANUFACTURING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
6	No answer in narrative	Deer skins	Cottonwood	Stone or bone knife - strips of deer skin	Basket - knife and an awl	Adobe - mud and grass Skirts - cotton plant Hoop - bark or cord Bands and belts - rabbit skin strips

Note: Any reasonable response will be accepted for this question. Encourage the learners to write two or three short paragraphs in answering this question.

7.

LIFE-STYLE COMPONENTS WORKSHEET PACKET KEY

___ Manufacturing in the 1600's in the Southwest
_X_ Education in the 1600's in the Southwest
___ Recreation and ceremonies in the 1600's in the Southwest
___ Farming (including livestock) in the 1600's in the Southwest
___ Health in the 1600's in the Southwest

Note: Only the answers found in the life-style descriptions are recorded on the completed worksheet.

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1	Spanish priests taught Indian children to read and write In the early exploration stages only adults came to "New Spain", hence there was no need of formal education for children.	From their family	From their family	From their family	From their family	From their family

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2	Not in "New World"	No	No	No	No	No

EDUCATION
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3	Priests	Older Apaches Parents of children	Older tribal members Parents of children	Medicine men Spaniards Parents of children	Parents of children	Older tribal members Parents of children

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4	Beliefs of the Catholic church Reading Writing Building skills	How to use nature to their advantage Tracking Listening Hunting tools and equipment Traditions Art of fighting Preparations for marriage	Legends through the Kachina dolls Dances Songs Dangers of cliffs Costumes Jewelry making	Legends Silversmithing Rug making Dances Sand painting Jewelry making	House building Farming Rope making Basket making	Spinning to make cloth Tatoo - an art form

LIFE-STYLE COMPONENTS WORKSHEET PACKET KEY

___ Manufacturing in the 1600's in the Southwest
___ Education in the 1600's in the Southwest
_X_ Recreation and ceremonies in the 1600's in the Southwest
___ Farming (including livestock) in the 1600's in the Southwest
___ Health in the 1600's in the Southwest

Note: Only the answers found in the life-style descriptions are recorded on the completed worksheet.

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1	No answer in narrative	No answer in narrative	No answer in narrative	No answer in narrative	No answer in narrative	No answer in narrative

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2	No answer in narrative	Songs Hunting	Religious ceremonies Telling jokes	Religious dances Singing Dry painting	Chewing gum Men smoked tobacco for ceremonies	Singing Dancing Ball game Hoop rolling

RECREATION AND CEREMONIES
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3	No	No	No	Nc	No	No

RECREATION AND CEREMONIES
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4	No answer in narrative	Learned the traditions	Learned respect of parents	Religious dances	Believed that the corn would grow more for a better harvest	Celebrated marriages

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
5						

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
6						

LIFE-STYLE COMPONENTS WORKSHEET PACKET KEY

___ Manufacturing in the 1600's in the Southwest
___ Education in the 1600's in the Southwest
___ Recreation and ceremonies in the 1600's in the Southwest
X Farming (including livestock) in the 1600's in the Southwest
___ Health in the 1600's in the Southwest
___ Health in the 1600's in the Southwest

Note: Only the answers found in the life-style descriptions are recorded on the completed worksheet.

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1	No answer in narrative	No answer in narrative	No answer in narrative	No answer in narrative	Long sticks	No answer in narrative

FARMING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2	No answer in narrative	No answer in narrative	No answer in narrative	No answer in narrative	Irrigation	No answer in narrative

FARMING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3	No answer in narrative	Older members farmed	Men Women	Men Women Children	Older men	Men Women

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4	Cattle Pigs Horses Mules	No answer in narrative	No answer in narrative	Sheep	No answer in narrative	No answer in narrative

FARMING
(Continued)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
5	No answer in narrative	Corn Melons	Maize (corn) Beans Melons Squash Pumpkin Peaches Apricots	No answer in narrative	Corn Beans Squash Tobacco Cotton	Corn Beans Pumpkins Melons Cotton

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
6		Did not like to farm, raided fields of other tribes when food sources were scarce				

Note: Any reasonable response will be accepted for this question. Encourage the learners to write two or three short paragraphs in answering this question.

7.

LIFE-STYLE COMPONENTS WORKSHEET PACKET KEY

___ Manufacturing in the 1600's in the Southwest
___ Education in the 1600's in the Southwest
___ Recreation and ceremonies in the 1600's in the Southwest
___ Farming (including livestock) in the 1600's in the Southwest
X Health in the 1600's in the Southwest

Note: Only the answers found in the life-style descriptions are recorded on the completed worksheet.

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
1	Soldiers' wives acting as nurses	Medicine man	Priests	No answer in narrative	No answer in narrative	Shaman (doctor)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
2	Soldiers' wives	Medicine men	Priests	No answer in narrative	No answer in narrative	Shaman (doctor)

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
3		Used chants to contact the gods				Pierced the bite with a sharp feather and sucked out the poison

	Spanish	Apache	Hopi	Navajo	Papago	Yuma
4						

1970's LIFE STYLE IN THE UNITED STATES

LESSON FOUR

CONCEPTS

Awareness of five life-style activities in the 1970's

Awareness of the interdependent nature of society in the 1970's

PERFORMANCE OBJECTIVES

Given a component of life style (manufacturing, education, health, recreation and entertainment, and farming) and a list of questions, the learner will describe elements of that life style that are characteristic of the 1970's.

Given the historical period of the 1970's, the learner will list ways in which the individual cooperated with others in order to provide for common needs in the areas of manufacturing, education, health, recreation and entertainment, and farming.

LESSON TIME

250 minutes

Session I - 50 minutes
Session II - 50 minutes
Session III - 50 minutes
Session IV - 50 minutes
Session V - 50 minutes

New Vocabulary

Interdependent society - dependency between thousands of people to produce and to get delivered on time the many things needed and the wide variety of things wanted

Division of labor - each group doing a different task (may be unrelated)

Assembly line - working on the same product

Prerequisite Knowledge

Understanding of the life style in the 1620's of the following:

1. Indians
2. Spanish soldiers living with the Indians
3. Europeans who settled the Americas North Atlantic coast

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Life-Style Component Question Packet *Life-Style Component Question Packet Key* Assessment Item	Contemporary livrary and classroom reference materials (Appendix B)

INSTRUCTOR PREPARATION TASKS

Duplicate the appropriate worksheet *Life-Style Component Question Packet* for each member of the following committees:

1. *Manufacturing in the 1970's*
2. *Education in the 1970's*
3. *Recreation and Entertainment in the 1970's*
4. *Farming (including livestock) in the 1970's*
5. *Health in the 1970's*

Duplicate one copy of the assessment item for each learner.

Read the *Life-Style Components Question Packet Key* for your information.

1. *Manufacturing in the 1970's*
2. *Education in the 1970's*
3. *Recreation and Entertainment in the 1970's*
4. *Farming (including livestock) in the 1970's*
5. *Health in the 1970's*

Assemble the learners into the five life-style committees.

Obtain library or classroom reference materials as shown on the *Supplemental Reading List* (Appendix B) or any other appropriate supplemental reading material.

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

This lesson has the learners look at life styles in the 1970's. You should emphasize comparisons between the two historical periods studied and illustrate whenever and wherever possible in the dialogues between instructor and learners, the places, processes, and things from the cultures and the heritages of the Southwest and New England which are in much evidence today. The lesson requires several sessions for the preparation of the report. You

should determine the number of sessions you would like to devote to this lesson. Sample dialogue is given for five sessions.

This morning we will start our next committee project. We have already discovered what life was like in the 1620's for the Europeans who came to the North Atlantic shores of the Americas. We have also discovered that the Indians and the Spanish of the Southwest had life styles that were unlike those of the English colonists. Some of these people worked hard in a variety of ways to provide for their needs and wants. Others took what they wanted from their neighbors. Finally, we discovered that most of the English families were quite independent of other families, while the Indian families and the Spanish families depended more on other Indian or Spanish families. The English colonists learned to do things for themselves. They were more dependent on each member of their own family to get things done than they were on families who may have lived several miles away.

We will now examine what life is like in the 1970's, 350 years later. Now our country is rich and powerful, and many changes have taken place - changes that even those who lived 50 years ago would find it very difficult to understand and explain. No longer do most families grow and manufacture just the things they need and want. Today most of us depend upon many others to supply us with the things we need and the things we want.

In this lesson we will learn what is meant by an interdependent society and division of labor. Do not let those terms scare you. When you complete this assignment in four or five sessions each of you should know what is meant by an interdependent society and division of labor.

TASKS

You may wish to rearrange committees and select new committee chairpersons.

Again we will divide the class into five committees.

Each committee will receive a list of questions. This time, however, the questions will relate to today's life style. As you find the answers to these problems, please

keep in mind how you will share your work. You may wish to share your work in the same way you did with your first project. You may decide to share in some other way, especially if you liked what somebody else did.

Distribute questions to each committee. You may need to assist those learners who need help.

SUMMARY

Most of you have done well with your new list of questions related to the 1970's. Tomorrow you will complete your questions. In the meantime your committee might start thinking of an interesting way to share your project.

SESSIONS II AND III

The next two sessions are learner work sessions. Sufficient time must be provided for the learners to answer their assigned life-style component questions and prepare their projects for sharing.

Monitor each committee's progress, assist with the use of the resources and reference materials, and encourage them to complete their assignments accurately and on time. Tell the learners at the end of Session III that the first committee project to be shared in Session IV will be the committee on manufacturing.

SESSION IV

INTRODUCTION

Today is report day. We will first hear the report from the committee on manufacturing. We will summarize after each committee report is completed. Following the manufacturing summary, we will be treated to the play that the committe on education has written. They tell me it will be a "fun play" and that the story is true. I am sure we will only have time for two projects today.

Tomorrow you will report in this order - health, recreation and entertainment, and finally farming.

Following each committee report use, as a guide for a discussion of the report and for any omissions in the substance of the report, the suggested answers found in "Life-Style Component Question Packet Key."

TASKS

I believe your report on manufacturing was equally as good as the one on the 1620's.

I will try to summarize the report of the committee who worked on manufacturing. If I leave anything out, maybe someone who worked on that part of the project could add what I have forgotten.

You will list on the chalkboard the main ideas in the summary.

Many more goods and products are made today than at any other time in our history. These products are made by millions who divide the labor and work in large factories on assembly lines. What is an assembly line or what is meant by division of labor?

Desired responses:

1. An *assembly line* is where each worker adds to something previously done by another worker by adding another part of making some adjustment to the original item.
2. Each small part is not worth very much by itself. Only when all the small parts are put together is the end product useful.
3. A worker on an assembly line cannot do his job until others before him do their jobs.

What is the correct term to describe our last statement?

Desired response: Division of labor

At this point, if the learner's do not say division of labor, continue the questioning until someone says

division of labor. Be sure that the concept is thoroughly understood. If the learners do not say division of labor, the instructor should introduce the term.

What does division of labor mean to you?

Desired response:

Division of labor is like dividing. An automobile is divided into many small parts and each worker adds something.

That definition describes division of labor very well. Remember that there are still some workers doing different kinds of tasks who can start a job and finish it without depending on other workers. Can you name any of these workers or jobs?

List the responses of the learners on the board.

Possible responses:

1. Artist
2. Silversmith
3. Sheepherder
4. Writer

Continue with the responses until you feel that the learners have given a sufficient number to demonstrate their understanding.

Those are good examples, and it is true that these workers *(point to board)* usually work alone, but you should remember that someone provided the paint for the artist, someone mined the silver for the silversmith's use, and someone provided the writer with something to write on and something with which to write. Perhaps of all those listed, the sheepherder is the most independent.

Have I forgotten anything important about manufacturing in the 1970's?

Desired responses:

1. Some workers earn large wages.
2. Many products are made that a lot of people do not use but some people do use.
3. Many women work in factories.

4. Large factories are scattered all over the United States.
5. Today we use gas and electric power to run our factories. In the 1620's we used man, animal, or water power.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding.

If you can think back for a moment to manufacturing in the 1620's, you can see how our country has really grown and how it has changed. In 1620 when an English colonial worker needed a kitchen chair, he performed every task or part of the tasks in making it. The chair may not have been very fancy, but it was useful. Today with the division of labor 10, 12, or even more different workers may help to manufacture a kitchen chair.

Then, too, you should remember that the Indians of the Southwest had little use for household furniture because their life style was different. In their hogans and wickiups there usually was no furnitue at all. The Indians did make use of some simple tools, but they were used mostly for making clothing.

The education play is presented.

That was an interesting play, and it was very well performed. Perhaps now we should summarize the main ideas from the play. As you suggest the ideas and changes, I will list them on the board.

List responses of the learners on the chalkboard.

Desired responses:

1. There are colleges and universities in every part of the country.
2. Kids cannot quit school before age _____.
3. Some kids have to travel great distances in bad weather to get to school.
4. Many school buildings do not have any air conditioning.
5. Many students attend Catholic schools or private schools.
6. Kids who come from homes where English is not spoken have difficultly in adjusting in school.

7. Some schools have very little money to spend.
8. You should at least graduate from high school to get a good job.
9. Today some teachers only teach one subject.
10. Most of our schools have a library and nurse's office.
11. We pay people to keep the buildings warm and clean.
12. Today some kids do not have to walk very far to school. Many kids ride buses.
13. School buildings cost a lot of money.
14. A lot of money is needed to pay all the workers who work for the schools.
15. Some people are talking about year-round school.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding. Write each response on the chalkboard.

Again let us think back for a moment to the schools in the 1620's. Some of you said that it would have been fun going to school then. Some of you disagreed.

One thing you did agree on, however, was that the schools today are very different from what they were. In the 1620's in New England the buildings were small, lighting was inadequate, and they contained very little equipment. All the subjects were taught by one teacher, and all the students were in one room. The teacher did all the things that today are done by many different school workers.

You should also keep in mind that education for Indian children of the Southwest did not mean school buildings, a single teacher, or reading from books.

Can any of you remember what education of Indian children was like?

Desired responses:

1. They learned mostly from their parents and the older members of the tribe.
2. They learned the customs, songs, and dances of the tribe.
3. They learned how to use those things which nature provided.
4. They learned how to hunt and make things.

SUMMARY

We have now completed two of our reports. You have discovered that education and manufacturing today are much unlike they were in the 1620's.

Tomorrow we will hear the reports from the committees on health, recreation and farming in that order.

SESSION V

INTRODUCTION

Today we will complete our reports on the 1970's and see how interdependent we are today compared to those people who lived in the 1620's along the Atlantic coast of the Americas and some who lived here in the Southwest.

Interdependent society means our dependency on thousands of others to produce and to get to us on time the many things we need and the wide variety of things we want.

TASKS

Now we will talk about health and health services. You have just heard a report from those who worked on the health committee. I am sure each of you could now answer most of the questions that I might ask, but I would like those of you who were not on the health committee to be the first to state what big changes have taken place since the 1620's.

What changes have taken place since the 1620's?

List the responses of the learners on the chalkboard.

Desired responses:

1. There are hospitals in nearly every part of the country.
2. Doctors and nurses care for the sick and injured.
3. My Dad works for _____, and they make many kinds of medicine.

4. In some parts of the Southwest where there are not many people, there are no hospitals.

Speaking of the Southwest, do you remember who the Indians depended upon when any of them were sick or injured.

Desired response:

Yes, I know. They depended on the medicine man who they believed had great powers.

Do you remember what the medicine man did?

Desired responses:

1. He sang songs and danced.
2. He chanted for hours and hours at a time.
3. He asked the gods to help cure the sick.
4. He used special objects and wore special ceremonial clothes when trying to help those who were sick or injured.

That is fine. Are there any other big changes that have taken place since the 1620's.

Desired responses:

1. Almost every city has at least one hospital.
2. You have to go to a medical school like my brother did before you can become a doctor.
3. It is very expensive to go to a hospital.

That is quite a list already. Can those of you who worked on the health committee add anything to the list?

Desired responses:

1. You have to have a license to become a doctor.
2. Ambulance drivers are trained to help save the lives of people.

Is there anything else you can add to this list?

Desired responses:

1. We now have hospital insurance that helps pay the bills.
2. My Mother said that the room temperature is always the same in the hospital.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding.

In a previous session we talked about division of labor and the many different workers needed to produce a chair.

As we talked about health and health services, we again discovered that many different and difficult jobs care for the sick and the injured. Each worker in the health services is important because each depends on others to do their jobs well and on time.

When you think about health and health services in the 1620's, you can see how differently the sick and injured were cared for. There were no hospitals. The sick and injured were cared for in the home by those who were not trained as our doctors and nurses are trained today.

Let us now consider recreation and entertainment. We have already discovered that there have been many changes since the 1620's in what is manufactured, the kinds of schools we have, and in what is known about health and medicine. There are also many changes that have taken place in recreation and entertainment. As you state those changes, I will list them on the board.

List responses of the learners on the chalkboard.

Desired response:

Americans now have more time for recreation and entertainment.

Do any of you know why we have more time?

Desired responses:

1. People do not have to work as many hours for the things they want and the things they need.
2. There are many holidays.
3. I think most people who work hard need time for a vacation.
4. We have more money to spend.

Those are very good reasons. Let us continue with the list of changes.

Desired responses:

1. Some athletes get a lot of money.
2. Some entertainers earn large salaries.
3. There are many more kinds of recreation today than there were before such as baseball, football, and stereo records.
4. You can travel to many places much faster.
5. Large stadiums can seat thousands of people.
6. Some families do not spend as much time together as they did long ago.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding.

What do we call the process when someone tries to get you to buy what they have to sell? You see a lot of this process on television.

Possible response: Commercials

That is correct but what are these.....?

Desired response:

I know, Mr. _____. They are called advertising.

The professional football season has just ended (is about to begin), and in this sport we have a good example of division of labor. In football we have special teams. Do you know what these special teams are called?

Desired response:

One is defense, and the other is offense.

What other special players are there?

Possible response:

1. One player kicks long field goals.
2. Another player may kick extra points.
3. One player calls the starting signals.
4. A different player catches short passes.

I see that some of you know a lot about football. What, however, can you remember about recreation, entertainment, or sports of the 1620's?

Desired responses:

1. There were no professional sports.
2. Most of the entertainment took place in and around the home.
3. The adult members of the family did not have much time for recreation and entertainment.

You will notice when I asked the question about recreation, entertainment, and sports in the 1620's, that I did not ask you about either the people of New England or the Indians of the Southwest.

Do you think there were any great differences between these two groups of people?

Possible responses:

1. No, I do not. I think the older people were two busy trying to provide food, shelter, and clothing for their families.
2. Children in both parts of the country played pretty much the same. They made-up their own games.

The point I would like you to remember is that in the 1620's a family and the members of a family depended on each other for their entertainment rather than on so many others as we do today.

The farming committee gives their report.

We have just heard our last committee report and it, too, was a good report. I am sure that you can see how farming has changed since the 1620's. As you summarize some of the changes, I will list them on the board. What are some of these changes?

List the learners' responses on the chalkboard.

Desired responses:

1. Some farms today are larger than some of our big cities.

2. Farmers buy a lot of expensive tools and power equipment.
3. Most farmers grow more than they could ever use so they sell their extra products to the canners.
4. Some farmers grow only one thing.
5. Farmers use a lot of sprays to kill the bugs and insects.
6. People who live in the cities depend on the farmers for things to eat.
7. Some farmers depend on the railroads to get their products to the canners.
8. Our farms are larger because there are more people to feed.
9. Some farmers grow things that are used to make clothing.
10. Some farmers hire a lot of Mexican workers.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding.

Hopefully you have seen how so many Americans are dependent on the farmer and his farm. In farming and in the processing of farm products, we have division of labor as we had in manufacturing.

Again you can see how our country has grown and how much it has changed. Today we can go to a grocery store and buy almost anything we can pay for.

In New England in the 1620's a farmer and his family cleared the forested or rocky fields, plowed the ground, planted the crops, cared for the growing plants, harvested the fruits and vegetables, and finally preserved them for winter use. And all this was done without the use of big power machines and tools.

So it was in the Southwest. The Indians and the Spanish had a special problem in farming. You, of course, know that the deserts of the Southwest have little rainfall and poor soil. What did some of these people do so that they could farm the dry places?

Desired response: They learned to irrigate.

Can you explain how this was accomplished?

Desired responses:

1. They built dams to store the water from the melting snows in the mountains and to catch the rain from the spring storms.
2. The water they saved flowed into canals and ditches, then into the fields.

SUMMARY

Well, that concludes our comparison between the way early Americans along the Atlantic coast lived in the 1620's and the way many Americans live today.

We have learned that we are much more dependent on each other today for the things we need and the things we want. We know that goods and products are supplied by workers we never see; workers who perform only one small task in the completion of a finished product.

Do you think things will change as much in the next 350 years as they did in the last 350 years? I wonder what it would be like to live on the moon, or the ocean floor, or under a huge plastic bubble which covers a whole city. Wouldn't it be exciting to find out? Maybe before the end of the school year we can spend a little time talking about the year 2222.

ASSESSMENT PROCEDURES

DESCRIPTION

Two short-answer essay items are used to assess achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

A. 1. Goods and products that people demand are manufactured.

2. A variety of power sources are used to operate the machines and tools in our factories.

3. Most goods and products are made on assembly lines.

4. Many different workers are engaged in the processing of one product.

5. Materials used to manufacture a product are derived from many sources.

6. Manufacturing centers are located near good transportation facilities.

7. Many women are employed in manufacturing.

8. Manufacturing centers are usually located near population centers.

B. 1. The custodian keeps the classroom clean.

2. The bus driver arrives and departs on time.

3. The custodian replaces burned-out lights.

4. The teacher attends meetings called by his principal.

5. The warehouseman delivers school supplies as they are needed.

6. The librarian keeps the books and the magazines in the proper places.

7. The teacher maintains a proper learning environment for all the learners.

8. The teacher obeys the rules and regulations established by the superintendent and the school board.

9. The school nurse keeps accurate records of each learner's address and telephone number.

Note: Any other reasonable responses may be accepted.

Name_____

Date_____

Lesson 4

ASSESSMENT ITEM

1. Write three statements which describe manufacturing or relate to manufacturing in the 1970's.

   1._____

   _____

   2._____

   _____

   3._____

   _____

2. List three ways that an individual worker cooperates with others to provide for common needs in the area of education.

   1._____

   _____

   2._____

   _____

   3._____

   _____

LIFE STYLE COMPONENT QUESTION PACKET

1. Manufacturing in the 1970's
2. Education in the 1970's
3. Health in the 1970's
4. Recreation and Entertainment in the 1970's
5. Farming (including livestock) in the 1970's

MANUFACTURING IN THE 1970'S.

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. List ten products that are manufactured today which were not known about in 1620's.

2. What determines which goods and products are manufactured?

3. Who makes most of our goods and products?

4. What kinds of power are used to make the goods and products we use today?

5. How are raw materials processed?

6. Where are most of our goods and products made?

7. How many people worked in manufacturing shops and factories in 1970?

8. What are some of the benefits that most factory workers receive?

9. What is meant by assembly-line production and division of labor?

10. What do your answers to the first nine questions reveal about the life style of most families in the 1970's? Do we do most things for ourselves, or do we depend on others to do things for us?

11. If you decide that we at times depend too much on others, why do you think we do?

EDUCATION IN THE 1970'S

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. Who is required to go to school?
2. What determines the length of vacations and the school year?
3. What is usually the highest grade that students are expected to attend?
4. What does a sixth grade teacher usually teach? A ninth grade teacher?
5. How or with what are the school buildings equipped?
6. Who keeps the buildings warm and clean?
7. Who builds the school building?
8. Who selects the teacher?
9. How many students attended colleges and universities in 1970?
10. How many colleges and universities are there in the United States?
11. What do you like most about your school? Why?
12. What do you like least about your school? Why?
13. Do you think that going to school will help you get a job when you get older? Why? Why not?
14. List as many different occupations (workers) as you can that are found in your school.
15. Do you think that today's schools need many different workers to do many different kinds of work?
16. Describe how parochial schools, private schools, and Indian schools are managed.

HEALTH IN THE 1970's

Directions: Some of the answers to these questions might be rather short, few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. Who cares for the sick and injured?
2. Where are many patients cared for?
3. Who prepares most of the medicines?
4. How much training is required to become a doctor? Dentist? Nurse?
5. How many hospitals are there in the United States?
6. How many medical colleges are there in the United States?
7. How many doctors are there in the United States? Dentists? Nurses?
8. When someone is sick or injured, do you believe that that person depends a lot on others to get well?
9. List some of the special workers you might depend on if you were ill.
10. Hospital care is very expensive. How do some people plan to pay for these high costs?
11. What is the function of Indian medicine men? Explain.

Recreation and Entertainment in the 1970's

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. What are the most popular kinds of recreation and entertainment?
2. Where does most recreation and entertainment take place?
3. How much money is spent on recreation and entertainment in the United States?
4. What determines how much time is available for recreation and entertainment?
5. List five industries which have developed in the last fifty years because Americans spend so much money on recreation and entertainment.
6. Why do Americans spend so much money on recreation and entertainment?
7. List several different workers who are needed to prepare a musical program for a television broadcast.
8. List several different workers who are needed to prepare for a high school football game.

FARMING (INCLUDING LIVESTOCK) IN THE 1970's

Directions: Some of the answers to these questions might be rather short, a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. What determines the average size of a farm?
2. How many people worked on farms in 1970?
3. Where does the farmer get most of the tools and equipment he needs?
4. What is done with the surplus?
5. Why would a farmer try to increase the quantity of crops he raised on each acre?
6. How are those who live in the city dependent on those who work on the farm?
7. Who is responsible for most of the farm work?
8. How many cattle, hogs, sheep, and turkeys are raised in the United States in 1970?
9. Why do you think that most people in some countries have plenty to eat while many people in other countries have little to eat?
10. What determines how much farming a country does?
11. What is the purpose of the fertilizer industry?
12. What problems do some farm laborers have?
13. How important is irrigation in some parts of the United States?

LIFE-STYLE COMPONENT
QUESTION PACKET KEY

1. MANUFACTURING IN THE 1970's
2. EDUCATION IN THE 1970's
3. HEALTH IN THE 1970's
4. RECREATION AND ENTERTAINMENT IN THE 1970's
5. FARMING (INCLUDING LIVESTOCK) IN THE 1970's

MANUFACTURING IN THE 1970's

1. List ten products that are manufactured today which were not known about in 1630.

   Automobiles, typwriters, radio, telephone, camera, washing machines, hair dryers, electric lights, thermos bottle, air conditioners, elevators, zippers, frozen foods, and motor oil.

   Note: Accept any other reasonable response.

2. What determines which goods and products are manufactured?

   In a market economy the goods and products that are manufactured are determined by the needs and wants of the consumer, and the consumer's willingness to pay the price set by the manufacturer or supplier or as a result of the cost of the factors of production.

3. Who makes most of our goods and products?

   Most of our goods and products are made by men and women who may be called production workers, craftsmen, apprentices, laborers, technicians, wrights, makers, and smiths.

4. What kinds of power are used to make the goods and products we use today?

   Most power sources are derived from coal, natural gas, crude oil, solar energy, and thermal energy, water. Electricity is produced through the application of one of the above.

5. How are raw materials processed?

   Using a variety of tools and equipment, and one or more power sources, raw materials are processed by workers using a system of division of labor on assembly lines.

6. Where are most of our goods and products made?

   Most goods and products are made in factories which are also referred to as shops and plants.

7. How many people worked in manufacturing shops and factories in 1970?

   Nearly 20 million workers were engaged in manufacturing in 1970.

8. What are some of the benefits that most factory workers receive?

   Some of the benefits are: life insurance, health insurance, and accident insurance, all or part of which is paid by the employer, wages, paid vacations, holidays with pay, sick leave, support by unions against unfair hiring and firing practices, opportunity to use company cafeterias, pension plans, discounts on certain products, bonuses for working overtime or on holidays, training programs, healthy and safe working conditions.

9. What is meant by assembly-line production and division of labor?

   Each worker adds to something previously done by another worker, by adding another part, or by adjusting the product of a prior operation, in order to produce a consumable item.

10. What do your answers to the first nine questions reveal about the life style of most families in the 1970's? Do we do most things for ourselves, or do we depend on others to do things for us?

    Our life-style has changed since the 1620's. Most of us today depend on many others to provide us with the goods and products we need and want.

    Others in turn depend upon us to provide them with the goods and the products they need and want.

11. If you decide that we at times depend too much on others, why do you think we do?

    Note: This question requires an attitudinal answer, therefore, any reasonable response should be accepted.

EDUCATION IN THE 1970'S

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. Who is required to go to school?

   Children (in Arizona) are required to enroll in school before the age of eight and are required to complete the eighth grade or attend for eight years. (Requirements vary from state to state.) Exceptions to the above requirements apply to those who have physical impairments (blind, deaf), and/or who are severely retarded.

   Note: Exceptions to the above may vary from state to state.

2. What determines the length of vacations and the school year?

   The length of the school year (number of days in school) is determined by the laws of the several states. The number and length of vacations and holidays is determined by the several school boards, and in some cases by agreement with teacher's organizations.

3. What is usually the highest grade that students are expected to attend?

   As stated in the answer to question one, laws pertaining to enrollment age and grade termination are determined by the several states and may vary from state to state. The expectations, needs, and demands of society, however, suggest more than minimum age-grade requirements. It is widely believed and accepted that education and training for most through the twelfth grade and beyond is not only desirable, but also necessary and important.

4. What does a sixth grade teacher usually teach? A ninth grade teacher?

   The following subjects are most often taught by a sixth grade teacher, however, they may vary from state to state: social studies, mathematics, physical education, health, language arts, music, band, orchestra, art, arts and crafts, and science.

5. How or with what are the school buildings equiped?

   Note: The answers to the question will vary tremendously with the facilities provided and allocated through authorized school board expenditures using the tax base of your district. Therefore, accept any reasonable response.

6. Who keeps the buildings warm and clean?

   The buildings are usually kept warm and clean by men and/or women, variously referred to as maintenance workers, janitors, custodians, heating engineers, and maintenance engineers.

7. Who builds the school building?

   The school buildings are built by men and women employed by a building contractor who is in turn selected by the school board from a list of contractors who bid on the job, and who is approved and authorized to build by a county or state governmental agency.

8. Who selects the teacher?

   Teachers are selected in a variety of ways and by a variety and/or combination of supervisory and administrative personnel. The following answers are acceptable: department chairmen (chairwomen), principals, superintendents, personnel directors, assistants for each of the foregoing, and a group of teachers with whom the recruit may be working.

   Note: Final acceptance requires school board confirmation.

9. How many students attended colleges and universities in 1970?

   Approximately 6,274,000 attended colleges and universities in 1970.

   Note: Includes those aged 18-36.

10. How many colleges and universities are there in the United States?

    In 1970 there were 2,374 colleges and universities in the United States.

11. What do you like most about your school? Why?

    Note: Any reasonable response should be accepted.

12. What do you like least about your school? Why?

    Note: Any reasonable response should be accepted, however, you should encourage objectivity by discounting blanket indictments of the school and its system because of the personal inconvenience and conflict which might be real for a small percentage of the learners.

13. Do you think that going to school will help you get a job when you get older? Why? Why not?

    There appears to be a high correlation between the number of years of formal education that one has and one's earnings to age 65. There also appears to be a high correlation between the number of years of formal education and the number of available opportunities for employment.

    There are exceptions of course. If the learners care to explore these exceptions, it might be well to elict the reasons because the reasons may not be readily apparent to most in the sixth grade.

14. List as many different occupations (workers) as you can that are found in your school.

    The number and the kind of workers may vary form school to school, however, you may accept any or all of the following: teacher, nurse, librarian, principal, counselor, secretary, cook, cashier, yard worker, custodian, bus driver, or crossing guard.

15. Do you think that today's schools need many different workers to do many different kinds of work?

    Yes, you may wish to use the workers listed in answer fourteen to identify worker functions and responsibilities.

16. Describe how parochial schools, private schools, and Indian schools are managed.

    There are three principal groups supporting parochial education in the United States. They are Roman

Catholic, Protestant, and Jewish. These groups maintain and manage a system of parochial education based on sectarian doctrine and separated from public school education. Members and friends of these churches support the system through voluntary offerings, donations, and the payment of fees. The chief administrator of a parochial school is usually appointed by the governing body of the church, and its teachers are men and women members of the church.

> "The Education Division of the Bureau of Indian Affairs has supervision of Indian school matters, records of school attendance, making plans for school buildings, including their lighting, heating, and sewage; the selection of school sites, and the issuance of regulations as to the general management of the schools, prepares and supervises bonds of disbursing officers, and has charge of all matters relating to the appointment, etc., of employees in the agency and school services.
>
> The superintendent of Indian Schools inspects the schools personally, supervises methods of instruction, prepares the course of study, both literary and industrial, recommends text books, and arranges for general and local Indian School Institutes."[1]

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[1] Hodge, Frederick Webb, ed., Handbook of American Indians North of Mexico, Vol. II, Rowman and Little field, New York, New York, p. 108.

HEALTH IN THE 1970'S

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. Who cares for the sick and injured?

   Most of the sick and injured are cared for by doctors, nurses, and dentists.

2. Where are many patients cared for?

   Many patients are cared for in hospitals, rest homes, and in doctors' and dentists' offices. Remind the learners that the home is also important because it is here that many recuperate after having been hospitalized. Then, too, many times injuries and illnesses are not critical enough to require treatment anywhere other than the home.

3. Who prepares most of the medicines?

   Most of the medicines are prepared by laboratory technicians and production workers at pharmaceutical companies. In addition, pharmacists prepare prescription medicines.

4. How much training is required to become a doctor? Dentist? Nurse?

   General practitioners are expected, upon completion of a four year college program, to attend a medical school for four years. After satisfactory completion of the requirements of a medical school, one is classified as an intern. The internship period lasts one or two years.

   Those who wish to become "specialists" are required to be "in residency" for a period up to six years upon completion of an internship.

   Those who hope to become dentists must meet the requirements of a four year college or university followed by satisfactory completion of three years at a dental school. In some cases predental students need only to prepare at a college or university for three years before being admitted to a dental school.

There appears to be two methods used in training nurses. After graduation from high school, a student may enroll for a three year residency study program at a hospital, or graduate from a college of nursing at an accredited college or university.

5. How many hospitals are there in the United States?

   There were approximately 7,000 hospitals in the United States in 1970.

6. How many medical colleges are there in the United States?

   There were 83 medical colleges in the United States in 1970.

7. How many doctors are there in the United States? Dentists? Nurses?

   In 1970 there were 104,000 dentists, 350,000 doctors, and 689,000 nurses.

8. When someone is sick or injured, do you believe that that person depends a lot on others to get well?

   Yes. One who is sick or ill depends upon many different workers having a wide variety of functions and duties.

9. List some of the special workers you might depend on if you were ill.

   Some of the special workers are: audiologist, chiropractor, optometrist, nurse, chiropodist, speech correctionist, dietitian, oxygen equipment technician, intern, X-ray technician, urologist, cardiologist, sanitation orderly.

10. Hospital care is very expensive. How do some people plan to pay for these high costs?

    Some plan to pay for the high cost of medical care by saving money when they are well and working for use when they are sick or injured. Others have accident and health insurance which they pay for or which is paid by an employer.

11. What is the function of Indian medicine men? Explain.

    The medical and spiritual leader of many North American Indian tribes was the medicine man. In some tribes he was known as a Shaman. His principal function was to

heal the sick. Because he claimed supernatural power, he also escorted the spirit or soul of the dead to an acceptable next world. He, likewise, was responsible for recapturing the deceased one's soul if he believed that demon spirits controlled that soul.

Recreation and Entertainment in the 1970's

Directions: Some of the answers to these questions might be rather short, a few words or a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. What are the most popular kinds of recreation and entertainment?

   Baseball, football, basketball, hockey, movies, television, camping, fishing, hunting, traveling, music, playing games, picnics, dancing, reading, swimming, hobbies, cycling, skating, boating, track and field events, hiking, playing cards.

2. Where does most recreation and entertainment take place?

   Stadiums, arenas, playfields, fieldhouses, theaters, swimming pools, campgrounds, lakes, streams, auditoriums, automobiles, campers, game rooms, national parks and national monuments.

3. How much money is spent on recreation and entertainment in the United States?

   Approximately forty-nine billion was spent on recreation and entertainment in 1970.

4. What determines how much time is available for recreation and entertainment?

   The general condition of the economy including its stability and orderly growth, determines how much money is spent on recreation and entertainment in the United States. In addition, a family's propensity to spend and to save when combined with all other families and/or individuals determines the amount which is spent.

   You might also accept more tangible reasons as: shortened work day, shortened work week, paid vacations, and more holidays.

5. List five industries which have developed in the last fifty years because Americans spend so much money on recreation and entertainment.

Among the many industries which are new or have developed rapidly in the last 50 years because Americans are spending more money on recreation and entertainment are industries and businesses relating to: motor homes, surf boards, vending machines, motels, ocean cruises, fishing equipment, amusement parks, motor boats, professional sports, swimming pools, and winter sports.

6. Why do Americans spend so much money on recreation and entertainment?

Americans spend a lot of money on recreation and entertainment because they choose to do so. It should be pointed out that recreational opportunities for many Americans do not exist by virtue of their impoverished condition, while for others, there seems to be no limit to the amount of money spent for recreation and entertainment. Specific reasons may be: amount of income, propensity to save, propensity to spend, long term and short term priorities and health. Availability to recreational resources and opportunities no longer appears to be a deterrent to participation.

7. List several different workers who are needed to prepare a musical program for a television broadcast.

Workers who are needed to produce a musical program for a television broadcast are: technical director, program assistant, video recording engineer, production director, microphone operator, cameraman, stage manager, prop man, spotlight operator, and audio engineer.

8. List several different workers who are needed to prepare for a high school football game.

Workers needed to prepare for a high school football game may be: electrician, stripe marker operator, turf mower, sprinking operator, announcer, umpire, referee, head linesman, ticket sellers, ticket takers, ushers, equipment maintenance operators, custodians, coaches, trainers, and crowd controllers.

ANSWER KEY

Lesson 4

FARMING (INCLUDING LIVESTOCK) IN THE 1970'S

Directions: Some of the answers to these questions might be rather short, a few sentences. Other questions may require lists, several sentences, and even paragraphs. In any case, please answer as fully and completely as you can. Remember, they must relate to the 1970's.

1. What determines the average size of a farm?

   The average size of the farm is determined by: The capital that a farmer has or the collateral he has to borrow money to buy land and equipment to operate that farm, consumer demand for farm products, and the availability of land and workers.

2. How many people worked on farms in 1970?

   Approximately four million people worked on farms in 1970.

3. Where does the farmer get most of the tools and equipment he needs?

   Most farmers obtain their tools and equipment from independent suppliers and dealers, through farm equipment cooperatives, or direct from the manufacturer.

4. What is done with the surplus?

   Farm surpluses are stored for future use, sold to food processors at reduced prices, sold to brokerage exchanges and commodity firms, and traded or sold to foreign countries.

5. Why would a farmer try to increase the quantity of crops he raised on each acre?

   A farmer would try to increase the quanity of crops he raised on each acre because a greater yield per acre would result in more farm income. Besides, if a farmer could increase the yield per acre, he might have no need to buy additional acreage.

6. How are those who live in the city dependent on those who work on the farm?

Those who live in the city depend upon those who live on the farm for the following reasons: The city dweller may not have any land to farm. The city dweller may contribute to production totals in ways unrelated to farming. The city dweller with his own priorities and life style may be supportive of farm production because he values the quality and the quanity of farm products, and the conveniences with which he can obtain them. (Applicable to food and some clothing.)

7. Who is responsible for most of the farm work?

Those chielfy responsible for most of the farm work are: members of the farmer's family, farm managers, hired hands, migrant workers, tenant farmers, and field supervisors.

8. How many cattle, hogs, sheep, and turkeys are raised in the United States in 1970?

Cattle - 67,000,000
Hogs - 60,000,000
Sheep - 16,000,000
Turkeys - 85,000,000

9. Why do you think that most people in some countries have plenty to eat while many people in other countries have little to eat?

The answer to this question could evolve into a lengthy analysis and discussion of priorities, traditions, form of government, lack of marketable resources, and an unwillingness to harness the factors of production. The most likely learner responses, however, will relate to population, lack of fertile soil, and geographic conditions and characteristics which may deter farming. Do not leave unchallenged a learner response which suggests laziness.

10. What determines how much farming a country does?

Here again the most likely learner responses will be good soil and adequate rainfall. However, there are countries where there is sufficient rainfall and good soil, yet there is not enough farm production to sustain its own people. The answers are far more complicated and every effort should be made to consider and to discuss a country's priorities, traditions, and its willingness or ability to harness the factors of production.

11. What is the purpose of the fertilizer industry?

The purposes of the fertilizer industry is to develop additives to replenish the soil of its spent minerals and nutrients, and to provide the farmers with means to increase the yield per acre.

12. What problems do some farm laborers have?

The most critical problems of farm laborers are: low wages, poor housing, seasonal unemployment, migrancy, lack of adequate medical care, and lack of educational opportunities.

13. How important is irrigation in some parts of the United States?

Irrigation is important in some parts of the United States because without it, it would be almost impossible to farm.

WHO HELPED MAKE IT

LESSON FIVE

CONCEPT

There are many kinds of workers who contribute to the manufacture of a given product.

PERFORMANCE OBJECTIVE

Given an example of a currently manufactured or processed product, the learner will list the workers who made that product available and the contribution each made to the finished product.

LESSON TIME

60 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheets: *Sequenced Workers and their Functions For:* 1. *A can of corn* 2. *A newspaper* 3. *A leather wallet or purse* 4. *A pair of sunglasses*	Can of corn
	Pair of shoes
	Baseball glove
	Newspaper
	Can of orange juice
	Leather wallet or purse
Assessment item	

RESOURCES (CONTINUED)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
	TV Guide
	Pair of eyeglasses
	Pair of sunglasses
	Telephone directory
	Box of cereal
	(Substitute items acceptable)

INSTRUCTOR PREPARATION TASKS

Supply and display examples of the products listed in the resources.

Assemble the learners into committees.

Read the following strategies in Appendix A.

1. *Discussion Strategy*
2. *Questioning Strategy*

Read the following information sheets for your information:

Sequenced Worker and their Functions For:
1. *A can or corn*
2. *A newspaper*
3. *A leather wallet or purse*
4. *A pair of sunglasses*

Duplicate a copy of the assessment item for each learner.

INSTRUCTIONAL SEQUENCE

You may assemble and display in this lesson products which are likely to be familiar to most learners. You may also wish to select items and products which are processed and manufactured in or near your local community. Those suggested for use in this lesson are: a can of corn, pair of shoes, baseball glove, newspaper, can of orange juice, leather wallet or purse, TV Guide, pair of sunglasses, pair of eyeglasses, telephone directory, and box

of cereal. They were selected because they are familiar to most learners, and because resources for listing the workers, sequencing the workers, and identifying the worker functions were readily available. Several sources of information might be suggested to the learners: The Dictionary of Occupational Titles, encyclopedias, production workers, and administrative personnel of local manufacturing and processing plants.

Even though the learners are asked in the next lesson to sequence the workers for the products of their choice, the sequenced list of workers for four products appears in this lesson so that the instructor will become thoroughly familiar with the objectives of the final lesson. These same worker sequences will be needed in the next lesson. They are also provided for direction for the instructor to assess the research work performed by the committees.

INTRODUCTION

As learners enter the room, be busily involved with some task. Hopefully, they will notice the collection of items and products on your desk. Do not respond until everyone is in the room. If questions have been asked before this session is started, ask the learners to repeat their questions later.

Today. . . . . .

Possible responses:

1. Why do you have all those things on your desk?
2. What are we going to do with them?
3. I'll bet you are not wearing shoes again, Mr. _____.

TASKS

Today we are going to start to work with some of these products.

Name each and hold them up for the class to see. Lists of workers and their functions are provided for a can of corn, a newspaper, a leather wallet or purse, and a pair of sunglasses. Other products are suggested for which workers and their functions will closely parallel the products listed above.

Before I tell you what we are going to do, we will divide the class. Each committee will select a chairperson.

The learners may pick their own committees or you may arrange them.

Are the committee chairpersons selected?

You may wish to have the committees compete for the longest list.

Each committee will choose a product with which to work. Before you decide, however, you should know what you will be doing with them. During the remainder of today's class period, each committee will list all the workers who had something to do with the finished product. Beside each worker you will state what each did to make the finished product.

For example, if I were to choose this can of corn, I would think of these workers:

1. Farmer - planted the corn
2. Artist - designed the label
3. Railroad engineer - hauled the corn from the farm to the canning factory
4. Machinist - made the plow that the farmer used.

List several of the above workers on the board and the contributions that they made to the finished product.

Any questions so far?

Tomorrow in class each committee will use his list of workers and arrange them in the order that each worked on the product. While you are making your list and arranging them in the order in which each worked on them, you should keep in mind how you will share your work in the next few days.

You may wish to collect pictures from magazines for each worker so I would like each of your to bring some magazines to class to be used later on.

If you have any questions, please raise your hand and I will come around to see you. You may begin.

Visit each committee to make sure that each is on the right track. Obtain a list of art materials and other supplies that each will need in the next lesson.

SUMMARY

I see that some of you have listed as many as _____ workers for your product. Other lists are not quite that long. Perhaps some of you will get some more ideas before you come to class tomorrow.

Tomorrow you will use your lists of workers and arrange each worker in the order that each worked on the finished product.

Again, please remember the magazines or pictures of workers that I have asked you to bring to class next time. When the pictures have been arranged properly, you will again be illustrating assembly line production and labor division.

ASSESSMENT PROCEDURES

DESCRIPTION

A short-answer essay item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

Worker	Contribution
1. Miner	1. Removed metals from ground
2. Machinist	2. Made plow for farmer
3. Seed supplier	3. Sold seed to farmer
4. Truck driver	4. Hauled cans to grocer
5. Inspector	5. Approved corn for packing

	Worker		Contribution
6.	Railroad engineer	6.	Hauled corn to processing plant
7.	Stock boy	7.	Placed corn on shelves
8.	Carry out person	8.	Pushed cart to shopper's car
9.	Cashier	9.	Accepted payment from shopper
10.	Accountant	10.	Sent bill to store for corn
11.	Industrial truck operator	11.	Stacked cartons for shipment
12.	Commercial artist	12.	Designed label
13.	Chemist	13.	Prepared insect spray
14.	Farmer	14.	Planted corn
15.	Design engineer	15.	Designed plow

Note: Any of the above responses or any other reasonable response may be accepted.

Name_____

Date_____

Lesson 5

ASSESSMENT ITEM

List seven workers who helped produce a can of corn. Beside each worker state briefly his contribution to the finished product.

Worker	Contribution
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____
6._____	6._____
7._____	7._____

SEQUENCED WORKERS AND THEIR FUNCTIONS FOR:

A CAN OF CORN
A NEWSPAPER
A LEATHER WALLET OR PURSE
A PAIR OF SUNGLASSES

Note: It should be pointed out to the learners that many different workers performing a wide variety of tasks and functions in many places are engaged in simultaneous independent operations, and that the factors of production are coordinated in such a way that materials when needed are assembled at the right place, and at the right time to produce the products that we need and demand.

Sequenced Workers and Their Functions For a Can of Corn

Miner - removes the metals from the ground

Design engineer - designs the plow

Machinist - makes the plow for the farmer

Seed supplier - sells the seed to the farmer

Farmer - plants the corn

Chemist - prepares the insect spray

Truck driver - hauls the corn to the canning factory

Inspector - approves the corn for packing

Commercial artist - designs the label

Industrial truck operator - stacks the cartons for shipment and loads them on railroad cars

Railroad engineer - hauls the cans of corn from the factory to the big cities

Accountant or bookkeeper - sends the bill to the store for the corn

Stock boy - places the corn on the shelves

Cashier - accepts payment from the shopper

Carry-out person - pushes the cart to the shopper's car

Sequenced Workers and Their Functions for a Newspaper

Wood cutter or logger - cuts down certain marked trees

Trimmer - removes branches so that only the log remains

Hoister or crane operator - loads the logs onto trucks or railroad cars

Trucker or railroad engineer - hauls the logs to the pulp processing plant

Barker - operates machinery which removes the bark

Pulpstone machine operator - operates machinery which grinds and shreds the stripped logs

Washer - removes the impurities from the fibres

Cooker - reduces shredded fibres to a soluble

Bleacher - adds chemicals to produce a whiter and clearer pulp

Pulp machine operator - removes the water and spins the newsprint onto huge rolls

Trucker or railroad engineer - hauls rolls of newsprint to the newspaper plant

Feeder - rolls the newsprint into the press

Reporter - writes the stories and the articles

Photographer - takes pictures which may be used in conjunction with a story or article

Advertising salespeople - sells space in the newspaper

Offset pressman - prepares the printing plates

Printing press operator - maintains and operates the presses

Bulk deliverer - hauls newspapers to distribution centers

Carriers - distributes newspapers to the consumers

Sequenced Workers and Their Functions For A Leather Wallet or Purse

Cattle rancher - raises the cattle

Buyer - acquires the cattle for a meat processing firm

Trucker or railroad engineer - hauls the cattle to the meat processing plant

Stunner - prepares the animal for slaughter

Hide trimmer - removes the hide or skin from the animal

Washer - removes all foreign matter

Soaker - uses chemicals to remove bacterial agents

Rinser - removes all chemical killing bacterial agents

Tanner - applies syntans to convert the hide into stable leather

Dyer - applies resins and dyes to improve pigment

Polisher - buffs the hides to add lustre

Buyer - acquires the finished leather for processing

Trucker or railroad engineer - hauls the finished leather to a processing plant

Designer - sketches the leather product to be made

Cutter - trims the leather into proper shapes

Sewer or stitcher - assembles the parts

Inspector - approves or rejects the finished product

Packager - prepares the product for shipping

Buyer - orders the product to be sold

Trucker or railroad engineer - transports the product to the retail store

Retailer - offers the product for sale

Clerk - provides customer service

Consumer - buys the product

Sequenced Workers and Their Functions For A Pair of Sunglasses

Batch mixer - assembles proper quantities of rock, crystal, limestone, and soda ash

Conveyor belt operator - places the "batch" in clay pots

Furnace operator - maintains proper temperature for liquifying the "batch"

Molten pourer - empties the molten glass onto a continously moving roller system

Rolling machine operator - controls speed and thickness of annealing glass

First cutter - divides rolling sheet into smaller sections

Crane operator - moves sheets of glass to the grinding operation

Grinder - controls machinery which applies various abrasive textures

Polisher - controls machinery which applies "rouge" and water

Note: At this point we must assume that the frames for the sunglasses have been manufactured and delivered to the sunglasses manufacturing and assembling plant where a more precise operation, lens making, continues.

Optical engineer - designs optical systems

Optical model maker - sets up and operates machines to make models

Sawing machine operator - cuts slabs of optical glass into smaller pieces

Inspector - examines glass for defects

Grinder - operates machinery to grind the curves on the blank lens

Optical element cleaner - cleans the surfaces of the optical lens

SEQUENCED WORKERS AND THEIR FUNCTIONS
FOR A PAIR OF SUNGLASSES
(Continued)

Optical element coater - applies chemicals or metal film to change the reflective qualities and to armor the surfaces

Glass shader - examines and matches lens tc obtain pairs

Frame inserter - mounts the lens in the frames

Dispensing optician - assists the customer in the selection of proper glasses

Cashier - receives the payment for the sunglasses

WE NEED EVERYBODY

LESSON SIX

CONCEPT

The workers who make a product may do their work in a special sequence or simultaneously.

PERFORMANCE OBJECTIVE

Given a list of workers who made a product and the contribution each made to the finished product, the learner will place each worker in the proper developmental sequence.

LESSON TIME

140 minutes

Session I - 40 minutes
Session II - 40 minutes
Session III - 60 minutes

PREREQUISTITE KNOWLEDGE

Definitions of assembly line production and division of labor

NEW VOCABULARY

Strike - to stop working in order to force the employer to pay better wages or provide better working conditions

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	(Found in Lesson 5) *Sequenced Workers and Their Functions for:* 1. *A can of corn* 2. *A newspaper* 3. *A leather wallet or purse* 4. *A pair of sunglasses*

INSTRUCTOR PREPARATION TASKS

Alter committee assignments if necessary.

Obtain and distribute magazines to the committees.

Obtain a can of corn to be used in Session III.

Obtain and distribute any art materials and any supplies needed by the committees to complete the learner products in Session II.

Review the information sheets:

Sequenced Workers and their Function for:
1. *A can or corn*
2. *A newspaper*
3. *A leather wallet or purse*
4. *A pair of sunglasses*

Duplicate a copy of the assessment item for each learner.

INSTRUCTIONAL PROCEDURES

SESSION I

INTRODUCTION

By now each committee should have a list of workers who had something to do with the product they selected. Next to each worker you should have a brief statement describing the contribution they made to the finished product.

During the first few minutes of this session, visit with each committee to evaluate the progess in constructing worker lists and worker functions.

Today, you will start to arrange the workers in the order that each worked on the product. Please keep in mind how you are going to share your list of workers.

Do you remember when I listed on the board several workers who had something to do with a can of corn? I had them listed in this order:

List the workers on the board.

1. Farmer
2. Artist
3. Railroad engineer
4. Machinist

Now, if I wanted to place them in the order that each worked to make the finished product, how would I arrange them or number them?

Desired responses:

1. The first would be the machinist who made the equipment the farmer used.
2. The second would be the farmer who used the equipment the machinist made.
3. The third would be the railroad engineer who hauled the corn to the canning factory.
4. The last worker would be the artist who designed the label.

If you have nay questions, please raise your hand and I will come to see you.

TASKS

You should monitor the work of each committee, answer any questions, and offer suggestions when necessary.

SUMMARY

I see that most of you have a list of about 15 different workers. There is no one or single correct number as long as you have not omitted any important workers.

Tomorrow in class each committee will begin to work on their display on the bulletin board. Again, some of you may want to start looking through magazines tonight for

pictures you can use. You might also ask at home or ask your neighbors whether they have any magazines they are no longer using that you might bring to school tomorrow.

SESSION II

INTRODUCTION

I see that many of you brought magazines. This will be a big help for those who will need pictures. I have placed all the art supplies and materials you will need on the table. Are there any questions?

TASKS

The committees will use this class period to prepare their bulletin board displays. Monitor their work for accuracy and completeness.

SUMMARY

Your bulletin board displays are very nicely done. Each committee now knows more about a finished product; the workers who made the product, what each worker did to the product, and the order in which each worked to make the finished product. Tomorrow each committee will explain their project to the rest of the class.

SESSION III

INTRODUCTION

Today each committee will explain their project to the rest of the class. Please keep in mind that we want to discover how the work of one worker is related to another worker, and how each worker doing his own special job will make a part of a finished product that we can use.

Who is first?

TASKS

Learners in turn will share and discuss their reports until all have been heard.

Your reports were not only interesting, but they were exciting.

All the items I have on my desk and the items you brought in are things that many Americans want and need. Because we want and need these items, ways are found to make them. The workers, and how they made the products, are what we have been studying about the past several days.

When I saw how well you were doing with your assignment, I decided that I would select a finished product and complete the same assignment. I selected this can of corn. One committee has already reported on the can of corn, and the report was done very well. However, in order that each of you may see the same process unfold (develop), we will use the next few minutes to discuss the workers who may have been involved with this product.

Hold up the can of corn.

Who were some of the workers responsible for this finished product and what did each do to provide this finished product?

Recognize the learners when they raise their hands. List the following responses on the chalkboard:

Possible responses:

1. The farmer planted the corn.
2. The truck driver hauled the corn to the canning factory.
3. The machinist made the plow that the farmer used.
4. The industrial truck operator loaded the boxes of canned corn onto the railroad car.

How did you know that, _____?

Possible response:

Because my dad runs one of those trucks and he loads crates of citrus onto the railroad cars.

Who are some of the other workers?

Possible responses:

1. The stock boy put the cans on the shelves in the store.
2. The artist designed the label on the can.

3. The miner helped get the metal out of the ground.
4. The seed supplier sold the seeds to the farmer.
5. The railroad engineer hauled the corn from the factory to the big cities.
6. The carry-out person put the groceries in the shopper's car.

That is interesting, _____. Why did you say "carry-out person"?

Desired response:

Well, they did call those who bagged the groceries and wheeled them to the shopper's car a carry-out boy, but my sister was the first girl to do that at _____, so her boss says that she is a carry-out person.

That is very interesting, _____. Thank you. Who are some of the other workers?

Possible responses:

1. The chemist made the spray and bug killer to kill the bugs and the insects.
2. The design engineer designed a better plow that the farmer bought.
3. The inspector said that the cooked corn could be canned.
4. The bookkeeper made out the bill for the corn and sent it to the grocer.
5. The cashier rang up the cash register at the store where the lady bought the corn.

That is quite a long list of workers and what they do with this can of corn. Suppose for a moment that the truck drivers would go on strike. Do any of you know wht it means to strike?

Possible response:

I think I know. My dad is a truck driver. He delivers groceries to the supermarkets. He was on strike, and he did not work for five weeks. It had something to do with more money and better working conditions.

Yes, to *strike* usually refers to a worker who refuses to continue doing his job in order to force his employer to pay him more or provide better working conditions.

You have now discovered that many different workers performing a wide variety of tasks are involved with the products we have learned to depend upon. These workers process raw materials which come, not only from every region of our country, but also from other nations of the world. Each worker uses his skills to make, to process, or to design some part of a finished product, and each is paid a wage based on the work performed, and the section of the country where the work is performed could reveal a lot about the way a worker lives.

In an earlier lesson I suggested to you that we would discuss life style at some later time. Now that we have studied the life styles of the Spanish, the Indians, and the English colonists in the early 1600's and five activities included in life style in the 1970's, perhaps we should examine life style in a little more detail.

What is meant by life style?

Desired responses:

1. It is the way people live.
2. It is a way of doing things.
3. It is the likes and dislikes of people.
4. It is something like personality.

Yes, it is something like personality, and all of the other things you said. I thought one of you would say that life style is a style of life. That would be true, but it really would not give us much information.

Does the United States have a life style?

Desired response:

Yes, because our country does some things differently from other countries.

Does the Soviet Union have a life style?

Desired response:

Sure they do, and it is quite different from our life style.

Fine. The life styles of Russia and of the United States are different because the people and the workers have different needs and different wants. Besides, the national leaders of each country have different goals for their people.

What other groups might have different life styles?

Possible responses:

1. Men and women
2. Young people and old people
3. People in a factory and farmers on a farm
4. People along the seashore and people in the mountains
5. Rich people and poor people

That is very good.

Continue with the questions and answers until you feel the learners have given sufficient information to demonstrate their understanding then summarize by saying:

Life styles are as different as people are different. Perhaps you have heard people say that no two people are alike. Well, it can be safely said that no two ways of living or life styles are alike.

SUMMARY (Unit and Lesson 6)

We discovered that nearly 100 years before Europeans settled on the North Atlantic coastline, which is now the United States of America, Spanish soldiers had established a "New Spain" in a "New World" and that they found Indians living in the Americas with their own life styles.

Next we looked at our life style in the 1970's and decided that most of the things we want and most of the things we need are provided by many workers outside the family, some many miles away.

We worked with a currently manufactured product and listed as many differnet workers as we could who had something to do with making that product and what each person did to produce a finished product.

After we listed all the workers who had something to do with the product, we tried to put them in the order each worked on that product.

In the past several days you have learned that America has changed greatly in the last 350 years. All Americans, however, have not changed in the same way nor at the same speed. Some Americans, especially the Indians, are saddened by some of these changes.

In your lifetime the changes will continue whether you like it or not. Some of these will be harmful to us. Hopefully, you will understand what changes are taking place and be able to benefit by tehm.

Throughout the lessons, I never used the word "cooperate." However, that is what these lessons were really about. In New England and the Southwest in the early 1500's and 1600's, people cooperated with each other to provide for their needs and wants.

In completing these assignments you, in your committee work, cooperated with each other to complete the projects accurately and on time. For this you are to be congratulated.

As for the future, you will discover as you grow older and assume family and worker responsibilities, that a willingness to cooperate with others to get things done is most desirable and will benefit you greatly.

Assessment Procedures

DESCRIPTION

The performance is assessed by having the learner indicate the order of the workers who contributed to the availability of a product.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

a-1, b-2, c-3, d-5, e-9, f-8, g-6, h-4, i-7

Name_____

Date_____

Lesson 6

ASSESSMENT ITEM

Number in the proper developmental order 1, 2, 3, etc. the workers who made a can of corn available for home use.

____a. Engineer - designs the plow

____b. Farmer - prepares the ground

____c. Chemist - prepares the insect spray

____d. Inspector - approves the corn for canning

____e. Cashier - accepts payment from the shopper

____f. Stock person - places the corn on the shelves

____g. Railroad engineer - delivers the cartons to the city

____h. Truck driver - hauls the product to the canning factory

____i. Accountant - sends a bill to the chain story for the products.

APPENDIX A

Instructional Strategy Guides

DEMONSTRATION STRATEGY

A demonstration is "a method or a process of presenting or establishing facts."[2] A Demonstration is "the procedure of doing something in the presence of others either as a means of showing them how to do it themselves, or in order to illustrate a principle; for example, showing a group of students how to set the tilting table on a circular saw or how to prepare a certain food product, or performing an experiment in front of the class to show the expansion of metals under heat."[3]

A. Use of Demonstrations

1. To illustrate an important principle
2. To provide instruction in how to perform a particular task
3. To indicate safe operating procedures
4. To augment lecture and/or discussion sessions
5. To provide for breaks in instructional routines

B. Instructor Preparation

1. Determine the objectives of the demonstration. Make sure that a legitimate instructional need is served by the demonstration.

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[2]Carter V. Good (ed.), Dictionary of Education (New York: McGraw Hill Co., 1959), p. 161.
[3]Ibid.

2. Prepare learners for the demonstration
   a. Introduce and use any new terminology before presenting a class demonstration.
   b. Provide motivational activities which lead into the demonstration.
   c. Announce the demonstration a class period early and assign any reading necessary to acquaint each learner with new materials and/or processes.
   d. Announce any safety precautions for which the learner should prepare in advance,

      Example: students must furnish protective goggles.
3. Secure or develop the necessary apparatus, materials, audio visual materials, and specimens needed for the demonstration.
4. If necessary, obtain parental consent to perform the demonstration.
5. If necessary, solicit outside help to successfully perform the demonstration. Incorporate student help when possible.
6. Provide the necessary accommodations for handicapped learners to participate in the activity.
7. Provide the necessary accommodations for visitors

to the classroom.

8. If necessary, inform your principal or other administrator.

9. Plan any follow-up activities necessary to reinforce the information delivered in the demonstration.

10. Practice the demonstration.

    a. Familiarize yourself with all steps in the demonstration.

    b. Set a tentative time limit for the demonstration and, when necessary, for the individual parts of the demonstration.

    c. Prepare an outline to follow when presenting the information to the learners.

11. Prepare a good introduction and conclusion for the demonstration. A carefully prepared introduction will ensure a good beginning and set the tone for an organized demonstration. The conclusion should contain summary statements and any information necessary for smooth transition to follow-up activities.

C. <u>The Demonstration</u>

1. Inform learners whether or not they are to take notes.

2. Make sure everyone can see and hear.
3. Involve as many students as possible.
4. Talk to the learners and watch for obvious feedback signs.
5. Use audio visual material whenever possible. Simple, easily prepared visuals can provide structure and organization for the presentation.
6. Move at a steady pace; watch the time; use the prepared outline to complete the demonstration.

The time an instructor spends preparing a demonstration is rewarded with learner enthusiasm. Well planned demonstrations are always fun, but do not forget that the instructor's proficiency is the center of attention.[3] Therefore, if a demonstration is to be used as a learning experience, prior planning is a necessity.

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[3]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 102.

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[5] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[6] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[7] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[5]Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.
[6]Ibid.
[7]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

A. Use of Discussion Techniques[8]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

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[8] J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
    a. Respect of another opinion means accepting that opinion as a valid belief of another person.
    b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.
13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[9]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularyly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[10] The

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[9] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[10] Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good parctice to have eigher the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[11]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, and evaluating each one before deciding on

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[11]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion-Debate[12]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[12]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations can prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom[13] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart.)

b. Use hypothetical situations and conditional questions such as What would happen if . . . ? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learner answers.

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[13] Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p 18.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almose any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

APPENDIX B

Supplemental Reading Material

SUPPLEMENTAL READING MATERIAL

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SUPPLEMENTAL READING MATERIAL

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